DOCUMENT RESUME

ED 198 679		EC 132 405

AUTHOR	Jordan, Jerry: And Others
TITLE	A Process Analysis Approach to the Development of a Competency-Based Curriculum in Therapeutic Recreation at the Masters Degree Level.
INSTITUTION	Temple Univ., Philadelphia, Pa. Dept. of Recreation and Leisure Studies.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	[79]
GRANT	G007501148
NOTE	453p.; Colored pages may not reproduce clearly.
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	*Competency Based Education: *Curriculum Development: *Disabilities: Higher Education: Masters Programs: Professional Training: *Recreation: *Therapy
IDENTIFIERS	*Therapeutic Recreation

ABSTRACT

The purpose of the project was to develop and design a competency based curriculum in therapeutic recreation at the masters degree level, both for application and implementation at Temple University, and as a model that has the potential for adoption and/or adaptation by other colleges and universities involved in the provision of a graduate curriculum in therapeutic recreation. Project activities included a review of the literature: development of roles: development of tasks; establishment of a sample and administration of job task analysis; grouping of tasks by segments of therapeutic recreation service: development of competencies: identification of knowledges and skills encompassed by each competency: a survey on acquisition of knowledges and skills: development of learning objectives, learning activities, and evaluative criteria; development of module packets: and a national symposium on competency based education. Based on the initial review of literature, the input of various consultants, and discussions with various educators in therapeutic recreation, it was decided that an initial effort would consist of the implementation of a pilot competency based course. Finally, the pros and cons of a competency based curriculum were considered and implications for implementation were pointed out. The bulk of the document contans module and minimodule packets on the following topics: development of department philosophy, policies and procedures, hiring staff, budget preparation, administrative reports, participation in administrative meetings, grantsmanship, public relations, interagency coordination, consultation, supervision, inservice training, basic recreation programs, application of research to program development, program evaluation, equipment and supplies, client assessment, participation on treatment teams, development of treatment plans, activities analysis, therapeutic recreation activities planning, clinical reports, leisure counseling, community integration of clients, research, mental illness, mental retardation, physical disabilities, aging, drugs and alcohol, corrections, legal liability, and legislative processes. Among appendixes are a job task analysis form, a syllabus for the pilot competency based course, and information on activity skills component materials. (SBH)

ED198679

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A PROCESS ANALYSIS APPROACH TO THE DEVELOPMENT OF A COMPETENCY-BASED CURRICULUM IN THERAPEUTIC RECREATION AT THE MASTERS DEGREE LEVEL

Bureau of Education for the Handicapped
Office of Education
U.S. Department of Health, Education and Welfare
No. G 007501148

Temple University, Department of Recreation and Leisure Studies, Philadelphia, PA

Project Director: Jerry Jordan
Project Coordinator: William Dayton
Asst. Proj. Coordinator: Kathryn Brill

EC132405

OCT 2 0 1980

This document is the final report of a project supported by Grant No. G007501148, from the U.S. Office of Education, Department of Health, Education and Welfare, The Bureau of Education for the Handicapped. The opinions expressed herein do not necessarily reflect the opinion of The Bureau of Education for the Handicapped, and no official endorsement should be inferred.

TABLE OF CONTENTS

TITLE PAGE

ACKNOWLEDGMENTS vi

SECTION I - OVERVIEW OF PROJECT INTENT AND PURPOSE 1

A - Purpose of Project 2

B - Initial Project Definition and Conceptual Framework 3

C - Initially Perceived Project Benefits 4

SECTION II - REVIEW OF THE PROCESSES, PROCEDURES, AND PROJECTS COMPLETED DURING THE PROJECT 6

A - Review of Literature and Consultations 7

B - Development of Roles 8

C - Development of Tasks 10

D - Establishment of Sample and Administration of the Job Task Analysis 10

E - Grouping of Tasks by Segments of Therapeutic Recreation Service 12

F - Development of Competencies 13

G - Identification of Knowledges and Skills Encompassed by Each Competency 16

H - Survey on Acquisition of Knowledges and Skills 17

I - Development of Learning Objectives, Learning Activities and Evaluative Criteria 19

J - Development of Module Packets 23

K - National Symposium on Competency-Based Education 26

TITLE PAGE

SECTION III - IMPLEMENTATION OF COMPETENCY-BASED COURSES AND COMPETENCY-BASED CURRICULUM DEVELOPMENT 27

A - Introduction 28

B - Pilot Competency-Based Course 28

C - Assignment of Competencies to Courses 36

D - Application of Competency-Based Principles and Design to Prerequisite and Leveling Experiences
1. Recreation 330 and 331 38
2. Activity Skills Component 42

E - Practicum Versus Agency Affiliation 44

SECTION IV - DISCUSSION AND RECOMMENDATIONS 47

A - Introduction 48

B - Competency-Based Curriculum: A Range of Pros and Cons 49

C - Implications for Implementation 52

SECTION V - MODULES AND MINI-MODULES 69

Introduction to Module Packets 70
Module Packet #1 - Developing Department Philosophy 75
Module Packet #2 - Policies and Procedures 85
Module Packet #3 - Hiring Staff 92
Module Packet #4 - Preparing Budgets 99
Module Packet #5 - Administrative Reports 106
Module Packet #6 - Participation in Administrative Meetings 113
Module Packet #7 - Granstmanship 122
Module Packet #8 - Public Relations 130
Module Packet #9 - Inter-Agency Coordination 147
Module Packet #10 - Consultation 155
Module Packet #11/12/13 - Supervision 172
Module Packet #14/15/16/17 - In-Service Training 201
Module Packet #18 - Developing Basic Recreation Programs 229
Module Packet #19 - Application of Research to Program Development 238

TITLE PAGE

Module Packet #20 - Program Evaluation 246
Module Packet #21 - Maintaining Equipment and Supplies 254
Module Packet #22 - Client Assessment 264
Module Packet #23 - Participation on Treatment Teams 274
Module Packet #24 - Developing Treatment Plans 283
Module Packet #25 - Analyzing Activities 297
Module Packet #26 - Planning and Conducting TR Activities 305
Module Packet #27 - Clinical Reports 316
Module Packet #28 - Leisure Counseling 326
Module Packet #29 - Community Integration of Clients 335
Module Packet #30 - Conducting Research 348

Introduction to Mini-Module Packets 359
Approaches Utilized to Apply Therapeutic Recreation Processes to the Various Disability Categories 360
Mini-Module Packet #1 - Mental Illness 367
Mini-Module Packet #2 - Mental Retardation 373
Mini-Module Packet #3 - Physical Disabilities 378
Mini-Module Packet #4 - Aging 385
Mini-Module Packet #5 - Drugs and Alcohol 390
Mini-Module Packet #6 - Corrections 395
Mini-Module Packet #7 - Legal Liability 400
Mini-Module Packet #8 - Legislative Processes 405

SECTION VI - APPENDIX 411

A - Job Task Analysis Form 412

B - Syllabus for Pilot Competency-Based Course 419

C - Activity Skills Component Materials 430

ACKNOWLEDGMENTS

It is not the intent of this section to list the names of all of the individuals who have contributed to the grant, but rather to give credit to those persons who have had some degree of regular input and involvement.

Early in the first year of the project, grant staff arranged to meet separately with five individuals who had done previous work in the area of competency-based curriculum planning, design, and implementation. These individual consultations were sought so as to take advantage of pioneer work already completed by others. The intent was to profit from the mistakes as well as the successes of others, and hopefully to avoid repetition of work already completed by them. In this category, thanks are extended to:

Dr. Scout Lee Gunn
Coordinator, Therapeutic Recreation
University of Illinois

Mr. Jerry Kelley
Department of Recreation
University of Maryland

Dr. Reuben Altman
Associate Professor
Department of Special Education
University of Virginia

Mr. David Park
Leisure Studies and Human Kinetics
George Washington University

Dr. David Compton
Chairman, Department of Recreation
and Leisure Studies
North Texas State University

Two groups were organized and utilized to monitor and provide periodic input to the project. The groups were 1) the Advisory Council and 2) the Panel Review Committee. The Advisory Council was organized during the first half of the first project year, and was composed of local individuals who represented a mixture of practitioners and educators. One meeting of this total group was held during the first project year, and input from members was periodically sought as it was needed during the second and third years of the project. Thanks are hereby extended to the Advisory Council group whose names and titles are listed below:

Steve Anderson
Department of Recreation
University of Maryland
College Park, MD

Bob Gardner
York Hospital
York, PA

Dave Gery
Childrens Unit
Allentown State Hospital
Allentown, PA

Dr. John Gordan
Temple University Psychology Department
Philadelphia, PA

Pam Keely
Eastern Penna. Psychiatric Inst.
Philadelphia, PA

Ken Lawrence
Eagleville Hospital & Rehab. Center
Eagleville, PA

John Noisette
Temple University
Philadelphia, PA

Dr. Ira Shapiro
Temple University
Philadelphia, PA

Carol Smith
St. Joseph Hospital
Houston, TX

Betty Tiffany, OTR
Temple University
Philadelphia, PA

Johnette Whitaker
Woodhaven Center
Philadelphia, PA

The Panel Review Committee, also composed of a mixture of practitioners and educators in therapeutic recreation, was specifically organized to review, react to, and critique project accomplishments at the end of each of the first two years of the grant. The committee included a few of the individuals who were consulted at the beginning of the grant, as well as others from various locations in the United States. Two formal meetings of this group occurred at the conclusion of the first and second years of the project. Agendas for both meetings provided an opportunity to review results of work already completed and to make suggestions regarding tasks that were anticipated. Project staff feel a high level of indebtedness to Panel Review Committee members, and hereby acknowlege their cooperative efforts. Panel Review members are listed on the following page.

Panel Review Members
Competency-Based Curriculum Grant

Ron Adams - Childrens Rehabilitation Center, University of Virginia Hospital, Charlottesville, Virginia

Rueben Altman - Assoc. Professor, Dept. of Special Education, University of Missouri - Columbia, Columbia, Missouri

Viki Annand - Director of Therapeutic Recreation, Dept. of Psychiatry and Neurology, Walter Reed Army Medical Center, Washington, D.C.

Art Geisler - Family Resource Services, Office of Mental Retardation, Harrisburg, Pennsylvania

Dr. Scout Gunn - Coordinator of Therapeutic Recreation, Dept. of Leisure Studies, University of Illinois, Champaign, Illinois

Dr. Charles Hartsoe - Chairman, Dept. of Recreation, Virginia Commonwealth University, Richmond, Virginia

Dr. Fred Humphrey - Chairman, Dept. of Recreation, University of Maryland, College Park, Maryland

Gary Ingenthron - Activity Coordinator, North Dakota State Hospital, Jamestown, North Dakota

Pam Keely - Director of Therapeutic Recreation, Eastern Pennsylvania Psychiatric Institute, Philadelphia, Pennsylvania

Lee Meyer - Recreation Curriculum, University of North Carolina, Chapel Hill, North Carolina

John Noisette - Assistant Professor, Dept. of Recreation, Temple University, Philadelphia, Pennsylvania

Dave Park - Dept. of Leisure Studies & Human Kinetics, George Washington University, Washington, D.C.

Dr. Ira Shapiro - Assistant Dean, College of HPERD, Temple University, Philadelphia, Pennsylvania

Dr. Jean Tague - Dept. of Recreation and Leisure Administration, California State University, Northridge, California

Dr. Bernard Thorn - Assistant Professor, Therapeutic Recreation, Penn State University, University Park, Pennsylvania

Johnette Whitaker - Director of Therapeutic Recreation, Woodhaven Center, Philadelphia, Pennsylvania

A third group of individuals was organized to help in the planning of the National Symposium on Competency-Based Education that was conducted as a part of the second project year. This group, called the Symposium Steering Committee, met for one full day early in the symposium planning stage. Additionally, each member submitted a written report that articulated his/her thoughts with regard to symposium objectives, goals, content and contributors. The symposium design and content were largely built on recommendations made by the committee, and we deeply thank the following individuals.

Dr. Stephen Anderson
Department of Recreation
University of Maryland
College Park, Maryland

Ms. Judith Goldstein
National Recreation and Park Association
Arlington, Virginia

Mr. William A. Hillman, Jr.
Project Officer
Bureau of Education for the Handicapped
Washington, D.C.

Dr. Fred Humphrey, Chairman
Department of Recreation
University of Maryland
College Park, Maryland

Mr. Roger Lancaster
National Recreation and Park Assoc.
Arlington, Virginia

Mr. Lee Meyer
Department of Recreation
University of North Carolina
Chapel Hill, North Carolina

Dr. Gerald O'Morrow, Chairman
Department of Recreation and Leisure Studies
University of Georgia
Athens, Georgia

Three additional persons deserve individual and special acknowledgment. They include Ms. Sue Micklos, Dr. Fred Humphrey, and Ms. Beverly Peyton.

Ms. Micklos served as a member of the grant staff in the role of Research Assistant during the period of June 1975 through December 1976. She was intimately involved in the initial conceptualization and operationalization of the beginning activities of the grant, and continued to function as a highly productive worker during her employment as a grant staff member.

Dr. Humphrey was the primary author of the grant, which he submitted and received approval for while employed at Temple University as Coordinator of the Therapeutic Recreation Curriculum. Shortly after the grant was awarded, Dr. Humphrey moved to the University of Maryland as Chairman of the Department of Recreation. At that time Mr. Jerry Jordan received approval from the Bureau of Education for the Handicapped to serve as the Project Director, and he has fulfilled that role for the duration of the project. As a part of this process, Dr. Humphrey was officially designated as the primary consultant to the project. Through regular consultative meetings with grant staff he served as a guide, resource, sounding board, stimulator, encourager, and facilitator throughout the duration of the project. His expertise, suggestions, and support have been influencial and invaluable.

Ms. Beverly Peyton served a full term as secretaty for the grant. Everyone knows how important that function is to the success of any office, department, or special project. She kept records and people straight, maintained extensive files, handled numerous messages and telephone calls, and typed materials time and time again until grant staff agreed that they were "final". Most important she remained pleasant, supportive, cooperative, and patient throughout the process.

The special kind of appreciation that grant staff extend to Ms. Micklos, Dr. Humphrey, and Ms. Peyton is not fully conveyable in words, and grant staff can only hope that on a feeling level, they sense the fullness of our indebtedness to them.

SECTION I

OVERVIEW OF PROJECT INTENT AND PURPOSE

A - Purpose of Project

B - Initial Project Definition
and Conceptual Framework

C - Initially Perceived Project Benefits

A. PURPOSE OF THE PROJECT

The purpose of the project was to develop and design a competency-based curriculum in therapeutic recreation at the masters degree level, both for application and implementation at Temple University, and as a model that has the potential for adoption and/or adaptation by other colleges and universities involved in the provision of a graduate curriculum in therapeutic recreation.

Several underlying intents served as guidelines to the project staff in their efforts during the three year grant period.

It was first intended that the project would serve as one developmental effort in an evolutionary and continuing process of curriculum development as opposed to any kind of final and/or ultimate endeavor. Project staff attempted to extend and build on previous competency-based curriculum efforts completed by others, while at the same time adding new dimensions to the process primarily through adopting and utilizing a roles-competencies approach to the development of curriculum.

The second intent related to a thrust toward operationalization and utilization of findings in an on-going curriculum in order to test the utility of, and identify the problems associated with, implementation of a competency-based curriculum approach.

A third intent related to the exploration of open-ended and still unanswered questions relative to the efficacy and appropriateness of competency-based curricula for the therapeutic recreation field, and in the educational process in general. There was no initial assumption that competency-based curricula in therapeutic recreation are inherently superior or unconditionally preferable when compared with traditional curricula. It was felt that the development and trial of a competency-based curriculum would yield results that would clarify some of the advantages and disadvantages associated with such an educational approach.

B. INITIAL PROJECT DEFINITION AND CONCEPTUAL FRAMEWORK

The identification of the project as a process analysis approach to the development of a roles-competencies based graduate curriculum in therapeutic recreation was done within the following definitional framework:

(a) A process analysis approach was defined as an approach which attempts to identify the functional elements of the evolving practitioner experience for which the training program (curriculum) is designed, and the incorporation of learning experiences relevant to these functional elements in the training program.

(b) In the generic sense, a role represents an avenue or vehicle through which entry into a group is achieved. In the case of a practitioner in a given discipline, the roles demanded of him are initially represented by the various basic subgroups with which he must interact in the general performance of his responsibilities (administrators, specialists in related disciplines, members of activity groups, fellow staff members, community groups, etc.). Roles are defined more specifically through an identification of the basic functions which are inherent in the practitioner's contacts with various subgroups (direct leadership, consultation, supervision, etc.).

(c) Competencies can only be defined within the context of the specific knowledges and functional skills which must be combined to effectively meet the various role demands encountered in the general performance of an individual's duties. Knowledges represent principles, research findings, existing techniques and program approaches, conceptual issues, etc., while functional skills represent the demonstrated ability to translate knowledges into interactive leadership approaches that are successful in meeting the performance demands of the roles and functional levels for which the training is designed.

C. INITIALLY PERCEIVED PROJECT BENEFITS

The initial project proposal articulated four potential benefits that could be facilitated by the project. They included:

(1) the development of a procedure through which roles and competencies would be delineated

(2) the application of the procedure to each of the major components of the various generic training programs for which it is appropriate

(3) the development of courses and/or modules which, in combination, would form a curriculum that offers the opportunity not only to acquire the delineated knowledges but also involvement in practicum type experiences that provide progressive opportunities to develop the necessary functional skills

(4) the development of evaluation procedures to appraise the level of competency attainment relative to items 2 and 3

Finally, it was projected that a process analysis approach to curriculum development would make a significant contribution to bridging the gap which too frequently separates the educator from the practitioner since it would more intimately involve the practitioner in not only the curriculum development process but also in the training program which is designed. Existing curricula in all fields were felt to be heavily oriented to the knowledges aspect of the knowledges-functional skills continuum. A roles-competencies based curriculum would place a greatly increased emphasis on the experience component of the training program as competency evaluation would to a great extent occur during practicum type experiences.

SECTION II

REVIEW OF THE PROCESSES, PROCEDURES, AND PROJECTS COMPLETED DURING THE PROJECT

A - Review of Literature and Consultations

B - Development of Roles

C - Development of Tasks

D - Establishment of Sample and Administration of Job Task Analysis

E - Grouping of Tasks by Segments of Therapeutic Recreation Service

F - Development of Competencies

G - Identification of Knowledges and Skills Encompassed by Each Competency

H - Survey on Acquisition of Knowledges and Skills

I - Development of Learning Objectives, Learning Activities and Evlauative Criteria

J - Development of Module Packets

K - National Symposium on Competency-Based Education

A. REVIEW OF LITERATURE AND CONSULTATIONS

Initial efforts of grant staff were devoted to a review of available literature relative to competency-based education as applied to the discipline of therapeutic recreation. Concurrently, initial consultations were arranged and conducted with a number of individuals who had had previous experience in the development of competency-based curriculum projects specific to the therapeutic recreation field. Among the individuals who provided initial consultations and shared data with the project staff were:

Dr. Reuben Altman	Dr. Scout Gunn
Dr. David Compton	Mr. Jerry Kelley

Mr. David Park

As a result of the literature review and the consultations, and in line with the approved grant proposal, procedural steps were developed which were perceived as necessary to accomplish the development of a competency-based master's degree curriculum in therapeutic recreation.

These steps included;

1. Identification of roles performed by the master's degree practitioner in therapeutic recreation
2. Identification of tasks related to the previously identified roles
3. Development of competencies needed to perform each task

4. Identification of the knowledges and skills necessary to perform each competency successfully

5. Articulation of learning objectives (LO's), learning activities (LA's), and evaluative criteria (EC's) that would define what the student would need to learn, the activities and methods through which learning would occur, and the methods that would be employed to measure and evlauate what was learned, and how well it was learned

6. Development of modules, based on the above steps, that could be sequenced and incorporated into a master's degree therapeutic recreation curriculum

B. DEVELOPMENT OF ROLES

The project staff began by using the roles articulated in the 1973 publication "Guidelines for Professional Preparation Programs for Personnel Involved in Physical Education and Recreation for the Handicapped." That publication stated that at least nine identifiable roles must be fulfilled by the practitioner in providing satisfactory therapeutic recreation service, and that practitioners need some degree of professional preparation to perform these roles well.

The nine roles were: 1) administrator, 2) community coordinator, 3) consultant, 4) educator, 5) leader assistant, 6) leader technician, 7) master leader, 8) researcher, and 9) supervisor. Subsequently, a tenth role, counselor, was added, as a result of increasing interest and practice in this area.

The project staff examined the ten roles, other professional literature, and the nature of the job performed by practitioners with master's level training. This led to a condensation of the original ten roles into six functional roles in an attempt to reduce overlap and duplication. It was felt that the more this could be done, the easier would be the development of discrete, well differentiated, and relevant tasks and competencies. This condensation is shown as follows:

Originally Identified Roles	Functional Roles
Administrator Community Coordinator	Administrator
Supervisor	Supervisor
Consultant	Consultant
Educator	Educator/Trainer
Leader Assistant Leader Technician Master Leader Counselor	Leader/Therapist/ Counselor
Researcher	Researcher

C. DEVELOPMENT OF TASKS

Using an original list of 26 tasks developed from prior literature, an initial Job Task Analysis form was written and piloted with practitioners from the therapeutic recreation departments of three institutions in the central and eastern Pennsylvania areas. These included: The Institute of Pennsylvania Hospital, Haverford State Hospital, and Harrisburg State Hospital. Responses were obtained on both the adequacy of the task statements and the usefulness of the form itself.

The results of this pilot effort led the project staff to refine the form further and to add a number of task statements. The tasks were then grouped under the six functional roles identified previously. The revised form contained some 50 task statements, grouped within roles. It was sent to graduate students enrolled in the Temple University administration course in therapeutic recreation, and to practitioners from the project's local Advisory Council, for their suggestions on reclassifying the tasks within roles, or for adding to the list of tasks.

As a result of these efforts, 64 tasks were utilized in the final Job Task Analysis form. A copy of the Job Task Analysis form is included in Appendix A of this report.

D. ESTABLISHMENT OF SAMPLE AND ADMINISTRATION OF JOB TASK ANALYSIS

The sample population used for the Job Task Analysis was selected as follows: Seventy-four colleges and universities were requested to supply the names and addresses of their therapeutic recreation master's degree graduates from 1973 to 1976. These institutions were also asked to identify "high quality" master's degree practitioners currently working in any of the following areas: mental health, mental retardation, aging, corrections, drug and alcohol abuse, and physical disabilities. In addition, therapeutic recreation specialists were selected at random from the National Therapeutic Recreation Society's official registration list.

The above process resulted in the accumulation of 424 names (183 recent graduates, 145 NTRS members and 96 "high quality" practitioners). A letter explaining the purpose and scope of the project was sent to these individuals, asking them if they would complete the Job Task Analysis. Out of the 163 positive responses received, 120 were selected by the project staff as the official sample population. These included 38 master's degree graduates, 39 "high quality" practitioners, and 43 master's degree practitioners from the NTRS registration list.

Of the 120 survey forms sent out, 114 were returned. Of these, 110 were usable in terms of meeting the previously established criteria that respondents must have been in the field less than three years, and be currently functioning as practitioners in Therapeutic Recreation.

Results of the Job Task Analysis are shown in graphic form, and are incorporated in the various modules which comprise Section V of this report.

E. GROUPING OF TASKS BY SEGMENTS OF TR SERVICE

Following the completion of the Job Task Analysis, the 64 tasks were grouped and organized under five Segments of Therapeutic Recreation Service. This was done to further diminish the problem of overlapping, as some tasks fell within two or more roles simultaneously. The five Segments of TR Service included: (1) Management, (2) Supervision, (3) Staff Training, (4) Programming, and (5) Research. In summary, there was movement from the grouping of tasks by roles into the organization of tasks by TR service segments. A graphic representation of this is shown below.

Six Functional Roles	Segments of TR Serivce
Administrator and Consultant	Management
Supervisor	Supervision
Educator/Trainer	Staff Training
Leader/Therapist/ Counselor	Programming
Researcher	Research

F. DEVELOPMENT OF COMPETENCIES

Based on the 64 tasks included in the Job Task Analysis, thirty(30) competencies were developed that incorporated all of the 64 tasks. After several false starts, trial and error, and many discussions among project staff, it was decided to write competencies that were fairly global in nature. The level of generality for the construction of competencies was arbitrary, however it was agreed that broadly written competency statements were advantageous in terms of; (a) being able to incorporate all of the tasks without producing an unduly large number of competencies, and (b) their being appropriate and manageable in terms of the articulation of knowledges and skills required for their mastery.

A listing of the thirty competencies finally agreed upon is included below, and they are listed according to their corresponding Segments of Therapeutic Recreation Service.

I. Management

1. Ability to formulate a department philosophy of therapeutic recreation which is consistent with the philosophies of agencies providing a therapeutic recreation program.
2. Ability to develop departmental policies and procedures which incorporate the department's philosophy, and which detail how the department will function in providing its recreation services within the structure of an agency.
3. Ability to hire staff through proper utilization of personnel practices and procedures.
4. Ability to prepare, present, and defend an adequate budget for a therapeutic recreation program.

5. Ability to organize and prepare routine reports required by agencies.
6. Ability to participate appropriately and effectively in administrative meetings.
7. Ability to identify funding sources and to develop, write, and submit proposals for grants.
8. Ability to utilize public relations to enhance therapeutic recreation programs.
9. Ability to facilitate and promote inter-agency coordination.
10. Ability to provide consultation services.

II. SUPERVISION

11. Ability to effectively supervise staff.
12. Ability to effectively supervise practicum fieldwork students.
13. Ability to effectively utilize and supervise volunteers.

III. STAFF TRAINING

14. Ability to identify individual and group training needs of staff and volunteers.
15. Ability to develop learning objectives from identified training needs.
16. Ability to identify and develop training activities to meet specified learning objectives.
17. Ability to evaluate the cost and effectiveness of training programs.

IV. PROGRAMMING

18. Ability to develop and implement a basic recreation program that incorporates currently accepted recreation principles and goals.
19. Ability to retrieve, interpret, and apply current research to recreation program development.
20. Ability to plan and conduct program evaluation.
21. Ability to organize, service, and maintain equipment and supplies.
22. Ability to function effectively as a member of a treatment team.
23. Ability to assess a client's functional level as a basis for his/her involvement in therapeutic recreation services.
24. Ability to develop treatment plans for clients.
25. Ability to analyze activities to determine their functional elements and potential therapeutic value for clients.
26. Ability to plan and conduct therapeutic recreation activities to meet individual client needs and treatment objectives.
27. Ability to write clinical reports and records concerning clients and their involvement in therapeutic recreation services.
28. Ability to provide leisure counseling services for clients.
29. Ability to implement and maximize integration of clients into the community.

V. RESEARCH

30. Ability to plan, conduct, and report research.

G. IDENTIFICATION OF KNOWLEDGES AND SKILLS ENCOMPASSED BY EACH COMPETENCY

Following the development of the competencies, a list of Knowledges and Skills for each competency was developed. The knowledges and skills were structured to reflect both the cognitive and performance demands required for successful mastery of the competency.

Basically, this material was developed by project staff. After initial drafts were completed, the data was reviewed by several practitioners from the project Advisory Council. Following some minor changes and adjustments this data was finalized. An example of one competency with its accompanying knowledges and skills is shown below.

COMPETENCY

Ability to hire staff through proper utilization of personnel practices and procedures.

KNOWLEDGES:

- of basic components and information included in a job description
- of the education and experience necessary to perform duties outlined in job description(s)
- of sources for potential new employees
- of basic principles of personnel management

SKILLS:

- in assessing staff and interpreting and justifying them to higher authority
- in constructing a job description
- in utilizing various sources for advertising and recruitment of new personnel
- in interviewing job candidates and evaluating the strengths and weaknesses of each
- in selecting an employee from a number of applicants

H. SURVEY ON ACQUISITION OF KNOWLEDGES AND SKILLS

Following the identification of competencies and their accompanying knowledges and skills, a small survey was conducted using 20 randomly selected members from the original Job Task Analysis sample.

Copies of the 30 competencies and the knowledges and skills underlying each were sent to the 20-member sample. They were asked to indicate where they felt the knowledges and skills could best be learned: 1) in the classroom, 2) in a practicum or field placement, or 3) on the job. Respondents were requested to make a forced choice of the three areas. Responses were received from 14 individuals. Some respondents omitted one or more items, and as a result, totals across the three possible responses range from 10 to 14.

Included on the following page is one example taken from the survey. It indicates that practitioners in the sample felt that Developing and Writing Proposals for Grants is best learned in class.

COMPETENCY STATEMENT:

Ability to identify funding sources and to develop and submit grant proposals.

IN CLASS	PRACTICUM	ON JOB	
			KNOWLEDGES:
11	0	0	- of current trends and literature of the field
11	1	1	- of funding sources that can be utilized to support therapeutic recreation programming and research
9	2	0	- of grant-writing processes and techniques
10	1	0	- of various methodologies (designs) used in therapeutic recreation research
41	4	1	Subtotal for Knowledges
			SKILLS:
3	3	4	- in identifying and developing ideas which would warrant external funding
8	2	2	- in identifying funding sources appropriate to the delivery of therapeutic recreation services
9	2	3	- in writing a grant which is solid in philosophy and methodology, and which is consistent with the guidelines of the funding source
20	7	9	Subtotal for Skills
61	11	10	Grand Total for Knowledges and Skills

The data gained from the survey have proved useful in deciding what content to include in certain courses, what experiences to make available to students in a practical and/or agency affiliation setting, and what material may be integrated or mastered only in a practical, on-the-job setting.

These results have also enabled project staff to identify some content areas that they feel should be mastered by students in their undergraduate program.

More detail on the knowledges and skills for each competency may be found in the module packets in Section V of this report (see Introduction to Module Packets, p. 70).

I. DEVELOPMENT OF LEARNING OBJECTIVES, LEARNING ACTIVITIES, AND EVALUATIVE CRITERIA

By the end of the first year of the project, the identification of tasks, the administration of the Job Task Analysis, and the formulation of Competencies and their respective Knowledges and Skills had been completed.

During the major portion of the second year of the grant, on-going effort was devoted to the development of Learning Objectives (LO), Learning Activities (LA), and Evaluative Criteria (EC), for each of the competencies. Initially, the grant staff reviewed several models for the construction of Learning Objectives and decided to use the one developed by Mager (Mager, Robert F., Preparing Instructional Objectives. Fearon Publishers, 2nd Edition, 1975).

Learning Objectives, Learning Activities, and Evaluative Criteria were perceived and broadly defined as follows:

Learning Objectives - state what is to be learned

Learning Activities - tell how information will be imparted and/or gained

Evaluative Criteria - measure what has been learned, and how well

After project staff had written LO's, LA's, and EC's for several competencies, it became apparent that additional help would be required to complete this somewhat detailed, repetitive and laborious writing task. As a result, the aid of two educators and two practitioners from the project Advisory Council was enlisted to assist in the task. Project staff conducted an orientation for the selected advisory council members, and formally contracted with them to write and submit LO's, LA's, and EC's for 3 to 5 competencies each.

As an example of the LO's, LA's, and EC's that were developed, a partial listing of those for Competency #23, ability to assess a client's functional level as a basis for his/her involvement in therapeutic recreation services, is included below.

Learning Objectives

1. The student will be able to discuss a variety of handicapping conditions, their history, etiology, symptoms and prognosis.
2. The student will be able to identify the effects of the various handicapping conditions on the functional abilities of clients.
3. The student will be able to exhibit fluency in the understanding and use of medical, psychological, and behavioral terminology

in describing various handicapping conditions and clients.

4. The student will be able to utilize a variety of assessment tools and techniques, including perceptual motor, psychological, activity and self care.
5. The student will be able to compare and contrast the various personality theories, as well as the different theories of human development.

Learning Activities

1. The student will visit three organizations of his/her choice and write to at least seven others, each dealing with different handicapping conditions, and request information, printed material and other resources.
2. The student will develop a file for each of the major handicapping conditions, containing information on history, etiology, symptoms and prognosis.
3. The student will review and study resource books on terminology.
4. The student will review assigned lists and texts on terminology. He/she will make a list of 80 terms and/or symbols that he/she does not know, and submit this list to the instructor. On a subsequent written test he/she will correctly define 60 of the 80 terms.
5. The student will review the APA Diagnostic and Statistics Manual, and a book on abnormal psychology of his/her choice, and list the major etiology, symptomology and prognosis for each disability category.

Evaluative Criteria

1. The student will be able to construct a brief outline for seven out of a list of ten handicapping conditions, identifying at least one fact in each of the following areas: history, etiology, symptoms and prognosis.
2. The student will list at least six major categories of handicapping conditions on a completion question in a written test.
3. The student will be able to describe verbally at least two limitations on functional ability for ten randomly selected handicapping conditions.
4. The student will contrast in a written paper and/or orally at least six major disability areas in terms of their history, etiology, symptoms, and prognosis.
5. The student will describe in a written paper the nature and etiology of at least four handicapping conditions, indicating the potential impact of each condition on an individual's level of functioning and behavior patterns.

A complete listing of the Learning Objectives, Learning Activities, and Evaluative Criteria for each of the 30 competencies has been incorporated into the modules that comprise Section V of this report.

It is the consensus of the project staff that the conceptualization and articulation of LO's, LA's, and EC's is unique to the individual and/or group of individuals who devise them. Certainly the LO's, LA's, and EC's included in the modules (Section V of this report) are by no means intended and/or touted as an exhaustive list. To the contrary, they are perceived as only suggestions and stimulators. It is the consensus of the project staff that colleges and/or universities that elect to use the modules and their accompanying LO's, LA's, and EC's will need to, and should, modify them according to their own existing curriculum, as well as their faculty and other available teaching resources.

J. DEVELOPMENT OF MODULE PACKETS

It was not until the latter part of the second grant year that initial efforts were devoted to the development of modules that would be based on and incorporate the competencies, their knowledges and skills, and the learning objectives, learning activities, and evaluative criteria.

The initial module development occurred in connection with the pilot competency-based course that was conducted in the Spring semester of 1977. (A full review of the pilot course is included in Section III of this report.) The initial project proposal submitted for funding listed as one of the potential benefits of the project; "development of modules/courses/practicum experiences which will provide the students with an opportunity to acquire and/or develop the identifiable knowledges and competencies specific to the practitioner role demands encountered following completion of the training experience."

Project staff were eager to reach this stage of material development since the modules incorporate, synthesize, and serve as the operational framework for the content and design of competency-based courses. As a starter, module forms that had been developed by others were reviewed and some elements were incorporated into the modular design that was finally adopted. A copy of the outline follows on the next page.

OUTLINE FOR MODULE PACKETS

I. MODULE TITLE

II. COMPETENCY IT RELATES TO

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

V. CONTENT SUMMARY OF MODULE

VI. LEARNING OBJECTIVES (3-5 maximum)

VII. READINGS (2-3)

VIII. AUDIO-VISUAL MATERIALS (1-2)

IX. PARTICIPATORY EXERCISES AND ACTIVITIES:

  + Discussion topics for small groups (1-2)
  + Role-playing or "in-basket" (experiential) activities (1-2)

X. HOMEWORK ASSIGNMENTS (1-2)

XI. EVALUATIVE METHODS (3)

  1. Present-a-package method (oral or written) (pretest)
  2. Demonstration of knowledge method (oral or written) (pretest or post test)
  3. Action demonstration of competence method (pretest or post test)

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

A module packet is a unit designed to provide basic and supplementary materials to guide the teaching of each competency. The strengths of the module approach are as follows:

1) Since each module is specific to a particular competency, an instructor may select only those which are appropriate to his or her needs. Traditional educational models have proposed entire courses, which are more difficult to incorporate within an existing structure.
2) Modules are organized and thorough, providing sufficient core material around which to structure a teaching unit with little or no prior experience or resources. As with a prepared mix, the instructor need add only his or her special ideas and expertise.
3) Each module presents several alternative references, assignments, and evaluative devices. These options allow the instructor maximum flexibility in selecting appropriate methods and activities for the needs of his or her students.

One module was developed for each of the thirty (30) competency areas. Additionally, there was need to develop mini-modules on eight (8) separate and specific areas. These included one on each of the six major disability areas (1-Physical Disabilities, 2-Mental Retardation, 3-Mental Illness, 4-Drug and Alcohol Addiction, 5-Corrections, and 6-Aging), as well as the two subject matter areas of Legal Liability, and Legislation and Standards, that have implications for the provision of therapeutic recreation services.

As a result, a total of 30 modules and 8 mini-modules have been developed. The format for the mini-module packets is somewhat abbreviated from the format for the 30 competency modules. This format is explained in greater detail, along with the actual modules and mini-modules, in Section V of this report.

K. NATIONAL SYMPOSIUM ON COMPETENCY-BASED EDUCATION

As one component of the second project year, and in the interest of providing a national forum for discussion and exploration of competency-based education, a National Symposium on Competency-Based Education was conducted in May of 1977. The objectives of this symposium were:

1 - to explore the advantages and disadvantages of competency-based education

2 - to examine the processes, procedures, and problems inherent in developing, conducting, and evaluating competency-based curricula

3 - to provide some practical experience in developing learning objectives, learning activities, and evaluative criteria

4 - to generate responses from representatives of various professional groups regarding the relevance of competency-based education to the discipline of therapeutic recreation education

More than fifty persons participated, representing twenty-two states. Participants included individuals from the fields of general education, special education, physical education and recreation. The symposium proceedings in their entirety have been published as a separate document, and have been widely disseminated.

SECTION III

IMPLEMENTATION OF COMPETENCY-BASED COURSES AND COMPETENCY-BASED CURRICULUM DEVELOPMENT

A - Introduction

B - Pilot Competency-Based Course

C - Assignment of Competencies to Courses

D - Application of Competency-Based Principles and Design to Prerequisite and Leveling Experiences

    1. Recreation 330 and 331
    2. Activity Skills Component

E - Practicum Versus Agency Affiliation

A. INTRODUCTION

Following the completion or near completion of those processes explained in Section II, beginning efforts were undertaken toward exploration of how the application of findings could best be utilized to effect the design and implementation of competency-based course(s) within the Therapeutic Recreation Curriculum at Temple University.

Based on the initial review of literature, the input of various consultants, and numerous discussions of both a formal and informal nature that project staff held with various educators in therapeutic recreation, it was determined that there was no single graduate curriculum in therapeutic recreation that was currently designed and being conducted in a totally competency-based form. As a result, it was decided that an initial effort would consist of the implementation of a pilot competency-based course. The following section contains a description of that effort and some of the learnings accrued from it.

B. PILOT COMPETENCY-BASED COURSE

During the spring semester, January - May, 1977, a pilot course structured in competency-based form was conducted. The course was Recreation 507, titled Administration and Program Development in Therapeutic Recreation.

This course is a requirement in the Therapeutic Recreation master's curriculum at Temple University. The primary instructor was Mr. Jerry Jordan, the Project Director of the grant. Other grant staff monitored all class sessions and shared a small portion of the teaching load.

The following sequential steps were followed in the organization of the course:

1. Previous course outlines, objectives, and content categories were gathered and examined in order to understand the focus and content of the course as it had previously been taught.
2. Competencies and Learning Objectives were reviewed to determine which were germane to administration and program development in therapeutic recreation.
3. As a result of steps 1 and 2, eight subject areas were chosen for incorporation into the course. Each subject area was constructed in modular form and each module was based on a particular competency and its accompanying set of learning objectives.
4. Where appropriate, each module contained:
    a. a pretest
    b. specific reading assignments
    c. in-class experiences
    d. practical assignments that students had to complete in conjunction with cooperating field agencies

During the first class period students were given an orientation to the competency-based design. They were required to select and affiliate themselves with an agency currently providing TR services, so that they could carry out a variety of practical assignments given throughout the course.

Additionally, students were given the option of pretesting out of any or all module(s) by satisfactory completion of pretest requirements established for each module.

The eight modules included in the course are listed below:

I - Department Policies and Procedures
II - Administrative and Clinical Reports
III - Management and Supervision
IV - Consultation and Public Relations
V - Grantsmanship
VI - Legal Liability
VII - In-Service Training
VIII - Volunteerism

Two complete three-hour class periods were devoted to Module II and Module V. Three class periods were allotted for Module III, and all other modules received one class period each. A copy of the course syllabus is included in the Appendix of this report.

At the conclusion of the course, each student completed a formal course evaluation, and a major portion of the final class session was devoted to an evaluative-type discussion of the course as students perceived and experienced it. An overview of the evaluative findings learned from this first pilot course is given below.

1. Students seem to like having the option of being allowed to pretest out of modules. Five students successfully pretested out of six modules. Interestingly enough, some students who pretested out of some modules elected to attend class even though they were not required to do so.

   Also interesting is the fact that when students did pretest out of a module and elected not to attend the class(es) on that module, their knowledge and expertise were not available to small group exercises or total class discussions. When they did elect to attend sessions that they had pretested out of, it was felt that they enriched class discussions and contributed positively to the aspect of being able to demonstrate how concepts had been applied and/or utilized in a real work situation.

2. Instructors felt a greater degree of accountability for covering material encompassed within each module (and by extension, the total course) than they felt in previous, traditionally organized courses. This finding was an expected outcome of the competency-based design and is perceived as a positive aspect in terms of "going public" with instructional intents, and instructor accountability for meeting and satisfying course objectives in a concrete and measurable way.

3. Instructor work load was substantially increased in terms of course organization, providing for pretesting, acquisition of resource materials, pre-class preparation, grading papers and reports, and being available to students for counseling and clarifying course requirements.

This was also an expected result of instituting a competency-based course, and reinforced what project staff had been led to expect from prior discussions with individuals who had conducted courses in competency-based form.

4. Students who were currently employed at an agency seemed to have some advantages over those students who were not, especially in terms of completing those assignments that required some utilization of a functioning agency's operation. As the course syllabus and modules were being constructed, it was decided that students would be given a number of assignments which required that data be acquired from, and/or applied to, an agency that was currently providing therapeutic recreation services for its clients. Those students who were employed by an agency at the time of the course were permitted to utilize the agency where they worked. Those students who were not employed were required to locate an agency that could be so utilized. Though the instructor provided some assistance to non-employed students in locating agencies, the process of agency location, orientation, and familiarization with the agency, and other such factors served as a disadvantage for the non-employed student population. It should be noted that approximately 80% of Temple graduate students in Recreation are employed full-time in the field.

5. The amount of subject matter and number of modules incorporated into this pilot course seemed too great. Project staff over-estimated the amount of material that could be effectively included and covered in the allotted number of classes. Though this was realized relatively early during the semester, the original course syllabus was adhered to in order to test out, and follow through with, the original course design.

6. Only one pretest was developed for each module, and it seemed desirable to have more pretest options for each module. The development of adequate pretest options has proved to be a somewhat difficult and time-consuming task which requires a fair degree of creativity on the part of those who devise the tests, as well as readily available resources in terms of such factors as: 1) students' access to various documents from agencies; 2) quick response from agency personnel who may be required to attest to a student's satisfactory performance of a task; and 3) increased time on the part of the course instructor to review and evaluate pretests.

7. One additional factor which became readily evident early in the course was a disparity between those students who came to the course with some previous work experience, as compared with those who had little or no substantive previous work experience. For this disparity, the competency-based approach was highly efficacious. Students with extensive experience were able to competency out of various modules. For those students with experience who elected to attend class, the instructors attempted to provide individual assignments and special opportunities to increase and expand their knowledges and skills. The non-experienced students found it extremely useful to share the class input and case examples that the experienced students were able to provide.

Finally, a number of additional and rather specific strengths and weaknesses of the pilot course as perceived by students were determined.

Strengths included:

1. Utilization of in-class small groups for discussion and exploration of subject matter.
2. Utilization of role playing, critical incident, and case study methods.
3. The practice of relating subject matter to the real and practical concerns that occur within agencies.

Weaknesses included:

1. Too many readings required.
2. Insufficient samples of actual documents, such as grant proposals, department policies and procedures manuals, and administrative and clinical reports which could be utilized as models.
3. Insufficient discussion of examples in the module on legal liability.

Recreation 507, Administration in Therapeutic Recreation, has continued to be maintained as a core and required course in the therapeutic recreation master's degree option at Temple University. It was taught a second time in competency-based form during the Spring semester of 1978. In response to the evaluative findings on the pilot mentioned above, substantial revisions were made in an attempt to strengthen the course and satisfy the evaluative results that indicated needs for change.

The number of modules was reduced from nine to six. An outline of the course showing the modules included in the second offering of the course and the number of class periods devoted to each is shown as follows:

Course Orientation	1 class period
Department Policies and Procedures	2 class periods
Administrative and Clinical Reports	2 class periods
Management and Supervision	3 class periods
In-Service Training	1 class period
Consultation	1 class period
Legal Liability	2 class periods
Review and Oral Exam	1 class period

The three modules of Public Relations, Grantsmanship, and Volunteerism were dropped from Recreation 507 and have been included in other courses.

During the second course offering, the number of students taking the course was 18 as opposed to 29 students who took the initial pilot course. The course instructor found that the reduction in the number of students provided for a much more manageable course, and that opportunities for individualization in student assignments were easier to provide.

Though the creation, design, and monitoring of optional pretests for each module has continued to tax the resourcefulness and creativity of the course instructor, continued efforts are being devoted to this problem. The maintenance of a required agency affiliation was continued, and increased attention was devoted to the utilization of case study, critical incident, and small work group approaches to course content. Additionally, specific efforts were devoted to the acquisition and employment of a greater range and number of sample documents (policies and procedures manuals, administrative and clinical reports, and examples of legal liability cases) for utilization as models.

Though formal evaluative results of the second course offering are not available at this time, it is the opinion of the project staff that the second course was more effective than the first, and that progress has been made in refining, strengthening, and improving the overall impact and value of the course.

C. ASSIGNMENT OF COMPETENCIES TO COURSES

Following the completion of the first pilot course described previously, and concurrent with preparations made for the second offering of the course, project staff undertook the task of categorizing and earmarking the remaining competencies for inclusion in other courses that comprise the master's degree curriculum in TR at Temple.

Though this material is specific to Temple University, it can be utilized as a model for the way other colleges and universities could incorporate competencies within an existing curriculum. While all competencies, by definition, were deemed to be graduate level, a few competencies have been judged as fundamental and, therefore, best learned in undergraduate course work.

Table 1 illustrates how competencies are assigned to undergraduate and graduate courses, and may be found on the following page. While reviewing the table, the following information should be taken into consideration.

1. It was determined that some competencies may be addressed in more than one course. However, the course listed for each competency is the course in which depth of expertise is expected to be developed.

2. Recreation 103, 330, 331, and 364 are undergraduate courses, while Recreation 507, 561, and 951 are graduate courses.
3. Recreation 330-331, Introduction to Therapeutic Recreation and Therapeutic Recreation in Rehabilitation, comprise a unique, two-semester course sequence recently modified by the grant staff and faculty. The sequence is required for all graduate students, as a leveling experience.
4. Recreation 364, Leisure Counseling, is a recommended elective for graduate students in therapeutic recreation, while Recreation 507, 561, 563, and 951 are required courses.

Table 1: Listing of Competencies by Courses.

#	COMPETENCY AREAS	REC 103 Rec. Programming	REC 330-331 TR In Rehabilitation	REC 364 Leisure Counseling	REC 507 Admin. in TR	REC 561 Philosophy of Rec.	REC 563 Prog. Devel. In TR	REC 951 Rec. Research
1	Department Philosophies					X		
2	Policies and Procedures				X			
3	Hiring Staff				X			
4	Preparing Budgets				X			
5	Administrative Reports				X			
6	Administrative Meetings				X			
7	Grantsmanship							X
8	Public Relations						X	
9	Inter-agency Cooperation				X			
10	Consultation				X			
11	Supervision of Staff						X	
12	Supervision of Practicum Students						X	
13	Supervision of Volunteers						X	
14	Identification of Training Needs						X	
15	Development of Training Objectives						X	
16	Development of Training Activities						X	
17	Evaluation of Training Programs						X	
18	Conduct General Rec. Program	X						
19	Application of Research to Prog. Devel.							X
20	Conduct Program Evaluation						X	
21	Maintain Equipment and Supplies	X						
22	Functional Assessment		X					
23	Function on Treatment Teams		X					
24	Preparation of Treatment Plans		X					
25	Activity Analysis		X					
26	Conduct TR Program		X					
27	Clinical Reports		X					
28	Leisure Counseling			X				
29	Community Integration of Clients		X					
30	Conduct Research							X

D. APPLICATION OF COMPETENCY-BASED PRINCIPLES AND DESIGN TO PREREQUISITE AND LEVELING EXPERIENCES

1. Recreation 330 and 331

Concurrent with the revision of the Recreation 507 pilot course and the assignment of the various competencies to other courses in the masters degree TR curriculum, major time and attention were given to making modifications in, and the re-structuring of, a two course series that comprises an important and introductory segment of the TR curriculum at Temple. These two courses include Recreation 330---Introduction to Therapeutic Recreation, and Recreation 331---Recreation in Rehabilitation. Both of these courses are undergraduate level courses and are required in the Temple University TR curriculum as prerequisites to the master's degree program in Therapeutic Recreation. All students, regardless of the route through which they enter the graduate TR curriculum, are required to successfully complete both courses.

As part of continuing efforts to revise, refine, and properly sequence courses in the master's degree therapeutic recreation curriculum, some substantive changes were made in the content areas which are now included in each of these two courses.

All students who enroll in the two-course series are also required to participate in the laboratory program while they are taking Recreation 330, and have the option of participating in the laboratory a second time when they take

Recreation 331. For this laboratory experience an additional credit hour is awarded so that a total of seven credit hours is earned for the successful completion of Recreation 330, Recreation 331, and the TR Laboratory.

The TR Laboratory is a program that combines learning and service to provide recreational activities for handicapped community residents. From 7:00 to 9:00 P.M. each Tuesday students work together with their instructor and agency personnel to lead a program of activities that includes swimming, bowling, trampoline, archery, arts and crafts, and low organized games for disabled individuals. This program provides a valuable service to community residents while it gives students first-hand experience in relating to individuals with various disabilities and in planning and conducting recreational activities for those persons. Students can directly apply the theoretical material presented in class, and discuss in class the incidents that occur in the laboratory setting.

The content of both courses as they have been restructured is reviewed on the following pages.

Recreation 330 - Introduction to Therapeutic Recreation

Each of the 15 class meetings is three hours long. The overall objective of the course is to cover basic concepts and terminology associated with the therapeutic recreation process and to apply the data to two categories of disability conditions; mental illness and physical disability. An overview of the content for the course by class period is given below.

Class Period #1: Pretest, Review of Course Requirements, General vs. Therapeutic Recreation, Philosophy and History of Therapeutic Recreation, Rehabilitation Life Space and Daily Life Cycle of Man.

Class Period #2: Model for Rehabilitation Process, Developmental Frame of Reference, Primary Group Interaction.

Class Period #3: ....Cognition.

Class Period #4: ....Functional Assessment.

Class Period #5: ....Goal Planning.

Class Period #6: ....Activity Analysis.

Class Period #7: ....Mid - Term Examination.

Class Periods #8, 9, 10: ....Mental Illness.

Class Periods #11, 12, 13: ....Physical Disabilities.

Class Period #14: ....Review.

Class Period #15: ....Final Examination.

The data covered in the first six class periods are applied through the case study method to the two disability categories covered during the last half of the semester. In addition to the pretest, mid - term, and final examinations, a series of four to six terminology quizzes are given during the semester.

Recreation 331 - Recreation in Rehabilitation

This course follows Recreation 330 and its overall objective is to focus on the therapeutic recreation process with four disability categories: mental retardation, corrections, drugs and alcohol, and aging. This course also meets for 15 sessions.

An overview of the course content by class period is outlined below.

Class Periods #1, 2: Review of Basic Concepts: TR Process, Developmental Frame of Reference, Developmental Groups, Cognition, Functional Assessment, Goal Setting, and Activity Analysis
Class Periods #3, 4, 5: .... Mental Retardation
Class Periods #6,7: .... Corrections
Class Period #8: .... Mid-Term Examination
Class Periods #9,10: .... Drugs and Alcohol
Class Periods #11, 12, 13: .... Aging
Class Period #14: .... Review
Class Period #15: .... Final Examination

In both Recreation 330 and 331 the central nervous system and perceptual motor development are discussed in relation to causes and effects specific to each major disability category.

Additionally, as each disability category is considered, the setting and agencies in which clients are treated (residential, partial hospitalization and/or short-term facilities, and community agencies) are reviewed, as are the treatment processes that are unique to the different settings.

As much as possible, pretest and at-home assignments are structured so as to be field-related via the agency affiliation required of each student.

At the present time, distinct and free-standing modules that encompass the content of these two courses are being incorporated into these classes. However, the adoption of the modular approach for Recreation 330 and 331 has not yet reached the levels of sophistication and separateness that have been achieved in Recreation 507.

2. Activity Skills Component

During the latter part of the first year of the project, various faculty members in the Department of Recreation and Leisure Studies discussed, developed, and adopted an undergraduate, two-course sequence, designed to enable students to acquire and demonstrate competence in the area of activity skills. The course numbers and titles adopted were Recreation 207 - Acitivity Component I, and Recreation 208 - Activity Component II. Each course is worth 2 credit hours, and grading is based on a credit/no credit system.

The major motivation for the development of these two courses was primarily a generalized concern among recreation faculty that some students had, and future students could, obtain their undergraduate degree and not necessarily possess a minimally desired level and/or range of activity skills mastery. Additionally, early grant efforts devoted to the articulation of roles, tasks, competencies, knowledges, and skills, had pointed up the need for the master's degree candidate to have acquired such skills and experienced the application and adaptation of activities to the needs of the ill and disabled prior to undertaking graduate study in therapeutic recreation.

The Project Director and Project Coordinator both served on the faculty committee that formulated the Activity Component courses, and their input substantially influenced the structure of the courses in terms of the adoption of competency-based, independent study, and individualized approaches that were incorporated into the courses.

Students are required to be of sophomore standing, and to work out an individualized learning contract with the Teaching Associate who has monitored the courses since their inception in 1976.

The courses are designed in such a fashion that students with the full range of activity skills mastery can be accommodated. Those with a high level of activity skill can receive credit via verification and/or demonstration of their skills, while those with little or no activity skills can begin such learning in a structured, guided, and individualized program.

The two-course sequence focuses on two levels of activity skill mastery, namely:

1. The development of a level of activity skill expertise aimed at the ability to successfully participate/perform in a wide range of activities from various categories.
2. The development of a level of activity skill expertise that includes the ability to plan, organize, and teach a specified number of different activities.

Other requirements include the development of an Activity Resource File, as well as the planning and conducting of a special event.

Though no structured and/or formalized evaluation of the Activity Skills Component courses has been conducted to date, generalized feedback from students has been positive, and the Teaching Associate who has primary responsibility for monitoring the courses has been able to make continuous modifications and improvements in the courses based on his experiences with students and their feedback.

Additional materials on the Activity Skill Component courses are in Appendix C of this report, and include the following:

1. Student Guide to Recreation Component - Recreation 207 and Recreation 208.
2. Recreation 207 - Activity Component I: Activity Categories and Areas.
3. Activity Skills Component - Student Contract Form.
4. Verification Form Letters for Phase I and II.

No teacher or administrator who chooses to implement an individualized program such as the Activity Skills Component described above should expect that the program will remain stable as it is initially conceptualized and implemented. The very nature of an instructional program that incorporates such elements as student-initiated assignments, learning contracts, individualized learning rates, and grading on a credit/no credit system, implies a teaching methodology that must remain dynamic to accommodate the human beings involved.

E. PRACTICUM VERSUS AGENCY AFFILIATION

The question of the establishment and design of a separate Practicum experience for the master's degree curriculum in therapeutic recreation was considered by project staff up to and through the period of the incorporation of the competency-based, modular approach that was piloted in Recreation 507.

It was during the Rec. 507 pilot that the option of requiring students to establish and utilize an Agency Affiliation was conceptualized, and this option was adopted in lieu of the development and institution of a separate and distinct practicum into the master's degree curriculum. Students who have not worked in therapeutic recreation may be required to do a separate practicum as a prerequisite to graduate study, but there is no actual practicum within the master's level curriculum. Instead, all students must utilize the Agency Affiliation to coordinate classroom theory with direct experience.

Since the majority of graduate students in TR at Temple have had previous work experience, or work in agencies serving the ill and disabled while attending school, it was felt that at Temple, the Agency Affiliation as opposed to a separate and distinct practicum requirement was the most advantageous and propitious plan to adopt. Though for non-employed students, the Agency Affiliation presented some problems and additional effort for both students and instructors in terms of their establishment, the rationale and underlying potential benefits for adopting the Agency Affiliation as opposed to a Practicum were perceived as follows:

1. The intra-city location of the university, and its geographical proximity to a wide range and large number of habilitation/rehabilitation agencies, made the agency affiliation option possible and administratively easier to implement than a distinct and formal practicum.

2. The establishment of a practicum would have necessitated major adjustments and revisions in the various graduate

program options employed in the implementation of the master's degree in TR. Specifically, these options include:

a) Option I - Six credits Thesis and 27 course credits; total 33 credits

b) Option II - Six credits Master's Project and 27 course credits; total 33 credits

c) Option III - Comprehensive Written Examinations and 33 course credits

The institution of a required practicum for master's degree TR students would have necessitated a reduction in the number of course credit hours required for each option. The number of credit hours are perceived as minimally needed for each option, and further reduction, which would have been required for the inclusion of a practicum, was not considered desirable.

Finally, the institution of a formalized and separate practicum for the master's degree curriculum was considered vis-a-vis the required Sophomore Field Work and Senior Internship required in the undergraduate curriculum. The Sophomore Field Work is a 100-hour, 3-credit experience, and the Senior Internship is a 500-hour, 15-credit experience.

As a result of all the existent factors explained above, it was decided not to incorporate a formal and separate Practicum experience as a part of the competency-based curriculum, but to require an agency affiliation in connection with as many graduate courses as seemed appropriate.

SECTION IV

DISCUSSION AND RECOMMENDATIONS

A - Introduction

B - Competency-Based Curriculum:
    A Range of Pro and Con Reactions

C - Implications for Implementation

A. INTRODUCTION

The operationalization and implementation of a three-year project having to do with curriculum re-design is not a simple undertaking. From the initial task of staffing a project, to and through the implementation of the various tasks as outlined in the initial project proposal, as well as continuation proposals, there are various efforts that can prove to be either:

a. More complicated than they originally seemed, and hence deserving of more time, efforts, and resources to accomplish than originally perceived.
b. Developmental and/or evolutionary in nature, and hence not subject to clean and clear closure or completion.
c. Interesting, challenging, and stimulating to the degree that staff can either be distracted by, and/or led to, the expenditure of more time and resources on a specific task than it legitimately deserves in the overall scheme of the project.

As a result of the above, a project staff must be creative, remain flexible, and continuously monitor and maintain its own morale, progress, and productivity.

The staff of the Temple University Competency-Based TR Curriculum project has continuously attempted to operate within several self-imposed methodologies and styles including:

a. Maximal utilization of resources that exist within the skills and abilities of the project staff; the Recreation and Leisure Studies Department; the College of Health, Physical Education, Recreation, and Dance; the therapeutic recreation resources in the Philadelphia and immediately surrounding geographical areas; and the state and national organizations that have as their major concern the provision of recreation services to the ill and disabled.

b. The division of tasks among project staff in order to attain maximum progress, while at the same time sustain regular and continuous communication among staff to assure each member's awareness of the totality of all efforts associated with the project.

c. Acceptance of the responsibility to disseminate results of the project as widely as was feasible within the time and financial resources available.

B. COMPETENCY-BASED CURRICULUM: A RANGE OF PROS AND CONS

To our knowledge, there is no existing therapeutic recreation curriculum at the master's degree level that is totally competency-based, and that incorporates all of the structural and design components of a "pure" and/or "ideal" competency-based curriculum. Based on our findings, some of the educational/training efforts employed by the military and a few vocationally oriented training programs seem to most comprehensively utilize competency-based curriculum processes and principles.

Additionally, no "educational experts" that project staff talked to could give any concrete assurances that competency-based education would prove in the long run to be any more efficacious than a variety of educational models that have been proposed, highly touted, and tried and discarded within the past decade.

What proved to be the rule rather than the exception was that some people adopted an advocate's stance toward competency-based education in therapeutic recreation, others proved to be basically skeptical and suspicious, while others would voice both positive and negative beliefs about the process. This range of reactions toward competency-based education was encountered throughout the duration of the project and was found both in consultation with experts, as well as in the literature. Such a divergence of opinion and belief is to be expected when dealing with a relatively new and untested educational approach. Since the development and application of competency-based educational practices in the field of therapeutic recreation is not advanced to the point where there is general consensus among educators and/or practitioners, it seems appropriate to include as a part of this report some of the differing points of view that currently exist. The following sections on "Pros" and "Cons" paraphrase the nature of, and reflect the range of, reactions that have been repeatedly encountered by project staff.

Pros: Competency-based education can, or has the potential for:

- stimulating a greater degree of interdisciplinary curriculum planning and instruction.
- helping to improve instruction by sharply delineating what is to be taught.

- providing a framework for the structuring and organizing of material in ways that instructors can present it more clearly, concisely, and cogently.

- more efficiently and creatively linking non-human resources and teacher properties to the needs of the student and the overall goals of the instructional program.

- stimulating the utilization of a greater range of teaching methodologies that exist on the continuum of lecture/discussion to the internship or field practicum.

- effecting greater focus on the learner.

- expanding learning options available to students.

- providing for varying time allotments allocated for subject mastery depending on the concepts to be learned, as well as the learning capacity of each student.

- increasing accountability on the part of both instructors and students.

- making instructional programs relevant and utilitarian in terms of the needs of the learner.

- eliminating goal ambiguity which is common in many educational endeavors.

Cons: Competency-based education may:

- be product-oriented and not process-oriented.

- supress student creativity rather than promote it.

- increase the amount of testing, monitoring, and record-keeping involved in education.

- require the need for re-orientation of faculty.

- establish a ceiling to learning beyond which the student is neither encouraged nor expected to go.

- not actively involve the student in the learning experience, as the instructor will be doing all preparations in advance.

- suggest that learning is closed, fixed, and determined by the instructor rather than being a process which is open-ended, energizing, and evolving.

C. IMPLICATIONS FOR IMPLEMENTATION

As the Project staff developed competency-based curriculum data and came to grips with its application to the therapeutic recreation master's degree curriculum at Temple University, a number of existent realities impinging on this process became apparent, which affected the manner and degree to which an already existing curriculum could be re-designed into competency-based form. This section attempts to review some of the realities associated with the implementation process and includes some practical and pragmatic recommendations that are perceived as useful guidelines for any college or university that may elect to institute and conduct competency-based course(s), or to implement a totally competency-based curriculum.

Some of the problems/issues encountered in the implementation process have already been faced by other professionals in therapeutic recreation education, as well as educators in the fields of general and special education. Where known, their influences and/or suggested approaches to the problems associated with implementation are credited.

A considerable amount of material has been drawn from information and ideas shared by two individuals who served as consultants early in the project. These individuals are:

1. Scout Lee Gunn, Ed.D.
   Coordinator of Therapeutic Recreation
   Department of Leisure Studies
   University of Illinois
2. Jerry D. Kelley
   Department of Recreation
   University of Maryland

Additionally, the format as well as the content in this section has been greatly influenced by data included in a presentation titled: "Some Practical Considerations in Implementing Competency-Based Education Programs." This presentation first appeared in Design for Competence-Based Education in Special Education: Proceedings from a New York State Conference on Competence-Based Education, Division of Special Education and Rehabilitation, School of Education, Syracuse University, Syracuse, New York, 1974. The presentation was authored by A. Edward Blackhurst, Department of Special Education, University of Kentucky, Lexington, Kentucky.

Although the previous section of this report (Competency-Based Curriculum: A Range of Pros and Cons) highlighted the existing controversy over the strengths and weaknesses of competency-based education, the suggestions and recommendations given in this section are made from a firm advocacy position. Though the suggestions and recommendations are subject to the same kinds of controversy that exist for any educational method, the implementation decisions and follow-up actions taken at Temple University have been pragmatic in nature; have departed substantially from the ideal model; have been made in large part within a trial and error framework; and are perceived as being reality based and highly functional with regard to modifying one curriculum option (therapeutic recreation) within a broader recreation and leisure studies curriculum.

PROBLEM/ISSUE #1

Implementing Changes in Existing Curriculum

The modification of a non-competency-based curriculum into a competency-based one is perceived as potentially fraught with more stumbling blocks than the establishment of a competency-based curriculum from scratch.

Recommendations:

1. Take advantage of the work already completed by others, and at the same time, don't attempt to mirror or force designs developed by others into your own unique setting. One of the promising features of competency-based curriculum programs is that their developers are generally open about their efforts and are willing to share materials, provide consultation, or both. This available expertise should be capitalized upon. Any such efforts undertaken early in a curriculum revision process may help to avoid activities that are essentially a re-invention of the wheel. At the same time, caution is given with regard to accepting without question, curriculum designs and methodologies of others, and their forced incorporation into a new program.

2. Do not disregard the objectives, content, teaching and evaluative mothodologies existent in your current curriculum as you move toward the development of a competency-based program. It is possible to extrapolate from an existing curriculum and its various component parts, a wealth of data that can be appropriate and readily applied to such tasks as:

a) definition of competencies; b) articulation of learning objectives and learning activities; c) development of evaluative criteria; d) the construction of modules; and e) the establishment and sequencing of various courses.

3. Make initial changes in those courses over which you have high control, and then proceed to medium and low control areas.* In any master's degree therapeutic recreation curriculum, there are those courses that are primarily under the control or province of the faculty who administer the therapeutic recreation option. These are high control courses in which changes can be made with minimal need for "outside" approval and/or sanction. Other required courses in a therapeutic recreation curriculum may be the primary responsibility of other faculty in a Recreation and Leisure Studies Department or College of Health, Physical Education, and Recreation. Effecting changes in courses in this category would require the adaptation of courses taught by colleagues whose primary interests are in areas other than therapeutic recreation. These courses are characterized as medium control courses, which would likely require the approval and sanction of a wider range of individuals as well as various administrative and academic bodies. Finally, there are likely to be a number of required courses that are the province of a completely separate school or

---

* This concept was first articulated to us by Dr. Scout L. Gunn.

college within the university, as well as elective courses that students choose to round out and complete degree requirements. Examples may include courses in statistics, research design, sociology, psychology, anthropology, etc. These are perceived as low control courses since effecting changes in them would require impacting on completely separate academic and administrative divisions within the college/university system.

PROBLEM/ISSUE #2

Insufficient fiscal, personnel, and support services

There seems to be no doubt that the majority of colleges and universities may well possess insufficient fiscal, personnel, and support services to readily undertake and implement a full-scale competency-based curriculum. Few educators will readily admit that such resources are adequate for the maintenance and implementation of their current curricular model, whatever that may be.

Recommendations

1. Recognize and accept the reality that a curriculum change and/or modification, especially a change to a completely new model, will place an extra drain on existing fiscal, personnel, and support services.
2. Be "out front" and level with both academic and administrative supervisors about the needs for additional fiscal, personnel and support services. Negotiate early and in good faith to obtain any additional support that may be available. Once the decision to revise the curriculum is made and the level of additional support services is known, proceed with vigor to accomplish the maximum within the constraints of your local situation.
3. Realize that without any additional fiscal, personnel, and support services, parts of competency-based educational design and methodologies can be implemented within faculty resources which currently exist.

PROBLEM/ISSUE #3

The need for thorough student and faculty orientation to competency-based curriculum design and administration

The early orientation of faculty who will be involved in instructing and learning in a competency-based system is critical. Programmatic success may be largely dependent on how early and well this is done. Many well known and proven principles of human functioning apply, i.e., human resistance to change; individuals' tendency to support and work toward the accomplishment of something they helped to plan; and reduction of resistance via repeated opportunity to provide input and to seek clarification.

In institutions and/or departments that have made a decision to move toward a competency-based program, several problems have been reported as occurring almost immediately. Some faculty members may enthusiastically endorse the concept and begin making substantive and sweeping changes, while others may be opposed or at least skeptical, and resist changes. Differing concepts, biases, ideas, and attitudes emerge as a function of interest, prior knowledge and degree of familiarity with the competency-based approach. The consequence of such a range of reactions may result in the implementation of a competency-based program that is uneven, fragmented, and lacking in internal consistency in approach and requirements.

Recommendations

Some specific recommendations with regard to faculty orientation include:

1. Notify potentially affected faculty of the nature and thrust of competency-based education through sharing of such documents as:
    a. the proposed and/or approved grant or project proposal
    b. reports on competency-based programs in other fields or from other institutions
    c. selected readings from educational literature on competency-based curriculum development, design, construction, and administration

2. Develop a master plan and/or mission statement relative to the adoption of a competency-based curriculum and its application to an existing and/or developing curriculum, and work toward effecting the highest degree of understanding, acceptance, and consensus among all faculty whose activities will be affected.

3. Identify those tasks on which faculty can provide input; provide faculty with the opportunity to give their input; and utilize their input.

4. Schedule and present periodic and regular progress reports to faculty in order to keep them appraised of progress and problems associated with the development of the competency-based curriculum.

5. On a routine basis, share copies of data developed in order to enhance faculty's continued awareness, as well as to promote continued opportunity for faculty to ask

questions and/or provide additional suggestions and/or recommendations.

In terms of generalized student orientation to an institution's adoption of a competency-based curriculum, the following suggestions are offered:

1. As appropriate, consider and follow through on the involvement of students as members of the sample for any data-gathering procedures implemented with practitioners and/or students.

2. Use selected student groups within the program to which competency-based curriculum approaches will be applied, to pilot test any of the instrumental aspects (pretest; independent learning assignments; etc.) prior to their formal adoption and utilization.

Perhaps the strongest suggestion that can be made with regard to student orientation relates to that time in the curriculum change process when a first course, or series of courses, are going to be conducted in competency-based form.

It must be realized and/or assumed that many aspects of competency-based instruction are likely to be new to students, and that both a fairly detailed orientation, as well as "built-in" time for students to grasp and adjust to the changes, is needed. Elements such as 1) pretesting, 2) being able to "competency out" of a portion or all of a course, 3) presentation of products, 4) the modular approach to instruction, 5) the "contract" approach and increased emphasis on individualized learning, 6) increased and/or new forms of testing or demonstration of competency mastery, 7) criterion referenced measurements as opposed to norm referenced measurements, 8) variable time for competency mastery, and other such elements can take students awhile to grasp. Until some level of understanding and comfortableness with them is attained, students tend to be threatened and their capacity and potential for learning are decreased. A few suggestions for handling orientation of students to their first course(s) in competency-based form include:

1. Go slowly and allow an adequate block of time at the beginning of the course to discuss in a general and global way the differences they will be encountering from courses they have previously completed.

2. Allow time for students to familiarize themselves with the course syllabus and to ask questions.

3. Give some emphasis to time lines, deadlines, and specific requirements that are connected with each module(s), and particularly those assignments/requirements which are to be initiated by the student.

4. Build in periodic times throughout the course to re-discuss any aspects that students seem to be misunderstanding, as well as additional opportunity for students to ask questions.

PROBLEM/ISSUE #4

The incompatibility of existing institutional regulations with some aspects of competency-based educational programming

1. Grading
2. Variable time for competency mastery
3. Testing

The issues are: 1) Pass/fail grades as opposed to letter grades; 2) variable time for competency mastery as opposed to fixed semesters and/or quarters; and 3) pretesting out of part or all of a course as opposed to being required to attend all class meetings. These are examples of potential incompatibility areas between some existing institutional regulations and various aspects of competency-based educational programming.

Grading can be a considerable problem for competency-based programs that operate in a system that uses letter grades. Some institutional systems do not accommodate a pass/fail system or will not tolerate a situation in which a large number of students receive an "A" or an "I" (incomplete) in a course.

A further grading problem in a competency-based system occurs when some students do consistently superior work while others only do enough to get by. Both meet pre-established criteria; however it can become problematic to acknowledge and reward the superior student in a clear and meaningful way.

With regard to the issue of variable time for competency attainment, it would be ideal to have a completely self-paced program. This is extremely difficult to implement unless an entire college or institution is operating on that system. Additionally, problems of incomplete grades carrying over into new semesters mitigate against much of this.

Testing procedures in competency-based programs present additional implementation problems. They (competency-based programs) typically employ a greater number and wider variety of testing methods to check competency attainment than the traditional "mid-term," "final," and/or "term paper" approaches to student assessment. Adherence to an ideal competency-based model may well result in a proliferation of tests aimed at each competency and/or module content, and may require such large amounts of time that they cease to be functional in terms of use of class time as well as student and instructor preparation and follow-through.

Recommendations:

1. Grading: consider adopting some sort of point system. This approach is already familiar to most students and widely utilized by instructors. The adaptation is to have specified points that can be earned for various tasks as a basis or criterion for a letter grade. Some can be tied to specified time lines as extra incentive. Though such a system will take some trial and error to develop, it is generally well received by students, since they know exactly what they must do to obtain any given grade.

2. Variable time for competency mastery: may be approached in a variety of ways other than the open-ended extension of

the time allocated for a specific individual course. Some options in this area include:

a. While working within given institutional constraints, restructure individual courses to provide greater flexibility (e.g., establish three one-credit courses instead of one three-credit course).

b. Courses in sequence can also be scheduled back-to-back so that internal manipulations of time can be made.

c. The addition of laboratory sessions and/or required agency affiliations can also be considered for inclusion into the requirements of a specific course or multiple course sequence.

d. Another approach can be to make time variable within the constraints of a semester, acknowledging the fact that the variable time feature can only be carried to certain limits within various institutional settings.

Underlying all of the above recommendations are two basic suggestions. 1) Be creative in application of the varying time principle within the time period traditionally allotted for a single course or course sequence. 2) Don't be overly concerned with the variable time issue. Though it would certainly be an integral feature of an ideal competency-based program, there are adaptations that can be made to incorporate some of the features of this variable.

3. Testing: Several suggested adaptations can be considered. Specific periods for pretesting and tests for individual competency mastery can be established prior to the beginning of a course. Though this may limit ideal flexibility and individualization, it does allow for partial utilization of competency-based testing principles.

Some tests may be set up to occur outside of allocated class time, and may be conducted by persons other than the primary course instructor, such as graduate assistants and/or teaching associates. Such arrangements would, of course, require the availability of such personnel, and a clear orientation to the students and test proctors prior to, and at the beginning of, the course.

One additional alternative to testing is having the student secure and present affidavits or letters of verification from agency personnel that attest to the student's successful performance of a task or competency. With the use of this option, there can be some question as to the quality of the student's work, and it must be recognized that students' supervisors in agencies may tend to be supportive and submit letters of verification, even though the student's performance may be less than ideally desired.

Still another option in the testing area is having the student present a product which he or she has completed, and which proves competency mastery of a subject matter area.

Students may, for example, present a copy of a Policies and Procedures Manual, actual copies of clinical and/or administrative reports, reports on a consultation, a budget, or a grant proposal; any of which the student completed and utilized within the context of a functioning agency, as proof of his/her ability to successfully perform certain tasks. This option can require substantial faculty time for review of such products, particularly if this option is utilized for a variety of tasks and with a large number of students.

Yet another testing option is the periodic utilization of the oral exam or quiz in lieu of the traditional written test or examination. This option can sometimes take less faculty time in preparation and evaluation (grading) than traditional written test forms. If the oral examination approach is utilized, it is suggested that instructors outline specific points or minimum criteria that an oral response should include, so that answers can be quickly and objectively judged and evaluated.

One final recommendation on testing is that the traditional testing methods need not be entirely discarded. They can still be utilized even though they are not necessarily ideal. Project staff have found that revisions in previously used test content and form can be employed so as to make test items more applied in nature. One way this can be accomplished is to ask questions based on a case study as opposed to the use of recall items.

PROBLEM/ISSUE #5

Practicum Versus Agency Affiliation

As has been previously indicated, the project staff at Temple elected to use the Agency Affiliation option rather than the organization, designation, and adoption of a separate and distinct practicum as a part of the master's degree curriculum. This decision was based on three factors including; 1) the fact that undergraduate students are exposed to a 100-hour Field Work experience in their sophomore year and a 500-hour Internship in their senior year; 2) the fact that because Temple University is so situated geographically in an inner-city environment, a wide range of habilitation/rehabilitation agencies are readily accessible; and 3) the fact that inclusion of a practicum would require a reduction in the course work hours required in the various master's degree options, and faculty were not in favor of doing this.

During the second project year, grant staff along with the primary consultant, Dr. Humphrey, discussed the practicum question in some detail in an attempt to determine whether a formalized practicum was desirable to institute into the master's degree curriculum at Temple, and if so, how long it should be. The outgrowth of those discussions, as well as some consideration of the practicum at the National Symposium in May of 1977, was that Temple decided not to formalize and adopt a practicum, but to include the Agency Affiliation requirement into as many courses as appropriate.

Though none of the discussions led to any concrete conclusions about how much time should be devoted to a practicum experience in the master's degree program, a number of individuals felt that it might legitimately occupy as much as one fifth of the time requirement.

Recommendations:

There seem to be a number of factors that should be scrutinized as the basis for deciding whether a practicum experience should be included as a separate and formalized requirement in a competency-based curriculum in therapeutic recreation at the master's degree level. Among these factors are:

1. To what extent do master's candidates have previous work experience, and/or what has been the nature and duration of their practicum, field work, and internship experiences at the undergraduate degree level?

2. How many competencies are perceived as requiring a practicum for successful learning and/or competency mastery?

3. In view of the number of credit hours, and other experiences that comprise the various options for attainment of the master's degree, how much time can be restructured and allocated for a practicum experience?

4. What is the availability of habilitation/rehabilitation agencies for practicum sites, that have a therapeutic recreation service as a part of their total program? What is the quality of these programs, and are there adequate numbers of professionally trained staff to provide adequate supervision and quality learning experiences for students?

5. What would be the specific and unique objectives of the practicum at the master's degree level as compared to field placement and/or internship requirements that the student has already completed as a part of his undergraduate degree?

6. What would be the extent of additional faculty resources required to supervise students in a master's degree level practicum? Are these readily available? Would they be difficult to obtain? How would faculty be able to handle additional practicum student supervision along with other increased work loads that may be inherent in restructuring their courses into competency-based form?

It is perceived that each college/university that contemplates the adoption of a competency-based curriculum approach will need to decide on the incorporation of a practicum experience, agency affiliation, and/or some other experiential/application mechanism, in light of its own unique curriculum design, resources, geographic location, and the nature of the prior preparation of its student population.

SECTION V

MODULES AND MINI-MODULES

INTRODUCTION TO MODULE PACKETS

The module packets were designed as basic sets of material to guide the instruction of each competency area. The information contained in each packet is not intended to be a comprehensive learning unit but rather a summary of key ideas and suggestions. For example, the section on "Readings" in each module packet contains two or three chapters from basic textbooks that address the competency. Instructors and students would be expected to seek additional readings for more specific, in-depth material on each topic, while the listed readings serve primarily as readily available sources of introductory information.

The sections included in each module packet are as follows:

I. MODULE TITLE:

II. COMPETENCY IT RELATES TO:

Since each module packet represents one competency area, the full competency is listed with its corresponding module.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS

The reader will recall that a Job Task Analysis was conducted during the initial project year. This survey clarified the roles that recreation professionals assume, and the tasks they perform within those roles. The 64 tasks generated from the survey led eventually to the development of the 30 competencies. Therefore, the module on each competency addresses the original tasks that led to the development of the competency. Some competencies were derived from several tasks, while others were derived from only one. For each task discussed, a graphic representation of the data is included. The following key may be used to interpret each graph:

■	$x=0$	This means that the percentage of respondents shown, never performed the given task.
▨	$x\geq 1$	This means that the percentage of respondents shown, performed the given task at least once per week.
□	$0<x<1$	This means that the percentage of respondents shown, did perform the task but did so less often than once per week.

In addition to the above key, the reader should remember that two graphs are pictured for each task. One graph shows the distribution of responses according to the disability groupings with which the respondents worked. The disability groupings are coded as follows:

Mental Health:	MH
Mental Retardation:	MR
Aging:	A
Corrections:	C
Drugs and Alcohol:	D&A
Physical Disabilities:	PD

The other graph illustrates the responses as categorized by the treatment settings in which the respondents worked. The treatment settings are depicted by the following key:

Residential:	RES
Community:	COM

Another detail to note concerns the data given on each graph for chi square. In most cases, the number is a raw chi square. Occasionally, the number is a corrected chi square. The letters "COR" have been used to indicate a corrected chi square.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

When the original 30 competencies were developed, it was necessary to identify the knowledges and skills that comprised each competency. After their identification, a survey was conducted to determine where practitioners perceived the knowledges and skills could be best learned: in the classroom; in a practicum setting; or on the job. The results of the Survey on Knowledges and Skills are discussed in this section of each module packet.

It should be noted that the table shown for each competency does not report the total data gathered from the Survey on Knowledges and Skills. The knowledges and skills listed have been condensed from the original survey and summarized for review. In their summary form, the scope and depth of the knowledges and skills cannot be clearly identified. Therefore, readers desiring more detail should request a copy of the full results of the Survey.

It should also be noted that the number of responses listed for each knowledge and skill varies from nine to fourteen. This is due to incomplete data generated by respondents omitting certain items. For each set of responses listed, the response category chosen most frequently is underlined.

V. CONTENT SUMMARY OF MODULE

This section includes a brief paragraph about the content and direction of the module. Any special notations about form or material are mentioned in this section.

VI. LEARNING OBJECTIVES

Originally, each competency consisted of approximately ten or more learning objectives. In the final stage of refinement, the learning objectives were clarified, condensed, prioritized, and summarized into three or four primary learning objectives. These primary LO's are listed in this section of each module packet.

VII. READINGS

The readings listed for each packet were gathered from some of the prominent, readily available textbooks in recreation and therapeutic recreation. These texts were selected because they would be available to most colleges, instructors, and students, and because they present basic, introductory, and summarative material on the competency topics. It is assumed that instructors will assign additional periodical literature and specific references to supplement the scope and depth of information.

VIII. AUDIO-VISUAL MATERIALS

This section includes films, tapes, and other potential sources of sensory material to enhance the learning process within each module packet.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

The activities listed in this section are intended to be used as experiential classroom techniques to promote learning of competency materials. Activities suggested include discussion topics for small study groups; role-playing situations; case-study situations; and critical incident situations.

X. HOMEWORK ASSIGNMENTS

Included are papers, projects, and reports that students could address outside of the classroom for more practice in handling the competency. The assignments may involve reading, writing, or performing tasks.

XI. EVALUATIVE METHODS

Three types of evaluative methods are discussed in this section of each module packet: 1) present-a-package tests; 2) demonstration of knowledge tests; and 3) demonstration of competence tests.

Present-a-package tests are an oral or written form of pre-test designed for students who have worked previously as practitioners in the field. That is, if a student has already performed a competency proficiently in the field, this pre-test would require only that he/she verify the proficiency previously demonstrated. Specifically, the student must have a supervisor verify the performance of the competency. Additionally, the student must submit materials which he/she utilized in the service of performing the competency.

Demonstration of Knowledge tests may be compared with traditional testing techniques where the student is required to answer questions addressing various content areas. The student may be asked to answer orally or in writing. Questions may require the student to describe, identify, list, define, clarify, justify, etc. This evaluative method could be used as either a pre-test or post-test.

The demonstration of competency test is an action-oriented evaluative method. The student is asked to perform skills in a field situation to demonstrate his competence in the specified area. For example, a student wishing to demonstrate competence in "client assessment" would arrange to actually assess clients in a therapeutic agency. This evaluative technique has potential both for pre-testing and post-testing.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

During the first two project years, numerous learning activities and evaluative criteria were developed for each competency. A few of these are listed in Section IX (Participatory Exercises and Activities), Section X (Homework Assignments), and Section XI (Evaluative Methods). Section XII is composed of the additional activities and evaluations which were too numerous to be listed in the primary sections of each module packet. The instructor may refer to the supplementary ideas for suggestions beyond the basic, core packages.

MODULE PACKET #1

DEVELOPING DEPARTMENT PHILOSOPHY

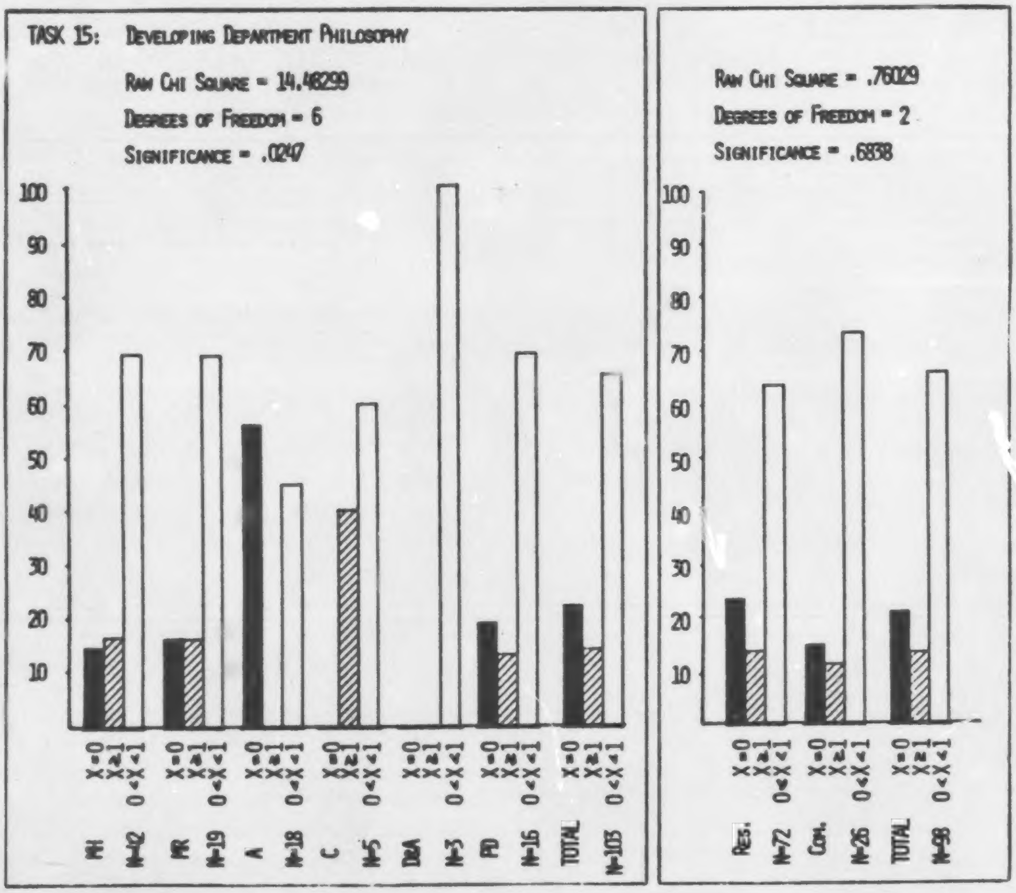
MODULE PACKET #1

I. MODULE TITLE: DEVELOPING DEPARTMENT PHILOSOPHY

II. COMPETENCY IT RELATES TO:

Ability to formulate a department philosophy of Therapeutic Recreation which is consistent with the philosophies of agencies providing a TR program.

III. ANALYSIS AND DISCUSSION OF RELATED ORIGINAL TASK



The original task "Developing Department Philosophy" was significant (.0247) with respect to disability grouping. It was not significant (.6838) with respect to treatment setting.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #1	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
11	1	0	OF RECREATION AND TR PHILOSOPHIES	8	3	0	IN LOGICAL, ORGANIZED WRITING
1	6	4	OF AGENCY PHILOSOPHIES AND GOALS	9	2	0	IN WRITING STYLE AND GRAMMAR
10	1	0	OF VALUE OF LEISURE AND RECREATION				
2	5	5	OF RECREATION UTILIZATION FOR CLIENT NEEDS				
8	2	3	OF CURRENT TR TRENDS				
32	15	12	SUB-TOTAL FOR KNOWLEDGES	17	5	0	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	49	20	12	

Respondents felt that both the knowledges and skills for this competency were best learned in the classroom. Category totals for knowledges were: classroom - 32; practicum - 15; and on the job - 12. Response totals for skills were: classroom - 17; practicum - 5; and on the job - 0.

V. CONTENT SUMMARY OF MODULE

This module is designed for the recreation supervisor or administrator who either 1) is beginning a new therapeutic recreation department or 2) is assuming responsibility for a TR department that is not yet firmly rooted in a solid foundation. Ideally, a TR department would establish its philosophy before initiating programs or services. However, the TR graduate may well find himself/herself in a department that has been offering activities without any clear definition of philosophy. In this case, a department philosophy should be determined without further delay.

VI. LEARNING OBJECTIVES

1. The student will be able to identify and discuss the major philosophies associated with recreation and therapeutic recreation.
2. The student will be able to express and defend a personal philosophy of therapeutic recreation.
3. The student will be able to evaluate, interpret, defend, and promote a departmental philosophy within the context of an agency philosophy.

VII. READINGS

1. DeGrazia, Sebastian. *Of Time, Work, and Leisure.* New York: 20th Century Fund, 1962. Introduction and chapters 1, 2, and 10.
2. Frye, Virginia and Peters, Martha. *Therapeutic Recreation: its theory, philosophy, and practice.* Harrisburg, Pa.: Stackpole Books, 1972. pp. 32-48.
3. Kraus, Richard. *Therapeutic Recreation Service: principles and practice.* Philadelphia: W.B. Saunders Company, 1978. pp. 1-43.
4. Nash, Jay B. *Philosophy of Recreation and Leisure.* Dubuque, Iowa: William C. Brown Co., 1960. Chapters 1, 8, and 16.
5. O'Morrow, Gerald S. *Therapeutic Recreation: A Helping Profession.* Reston, Virginia: Reston Publishing Company, Inc., 1976. pp. 113-132.

VIII. AUDIO-VISUAL MATERIALS

1. *Of Time, Work, and Leisure.* 30 minutes. "Examines our modern ideas about time, work, and leisure. Contrasts clock-dominated free time with ideal leisure time. Suggests the difficulty persons accustomed to work have in adjusting to retirement and in making worthy use of leisure time." Narrated by Dr. Sebastian DeGrazia, Professor of Political Science at Rutgers University. Produced by NET, 1963. Located at the Free Library of Philadelphia.

   Film may also be located in other public and university libraries, or inquiries may be sent to Dr. DeGrazia at Rutgers University.

2. Why Man Creates. 25 minutes. Color. "A series of explorations, episodes, and comments on man's creative drive, each done in a witty, fast-paced style." An Academy Award-winning film produced by Saul Bass. 1968. Available at the Free Library of Philadelphia, or consult that library for further reference. Address is:

   Free Library of Philadelphia
   Central Library - Logan Square
   19th St. & Ben Franklin Parkway
   Philadelphia, Pa.
   (Area 215) MU6-5367

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups. Each group will select a philosophical issue to discuss, such as the desirability of socialized medicine. Group members will each take one philosophical viewpoint such as idealism, pragmatism, etc. Each person will take a stand on the philosopical issue according to the particular philosophy he/she is representing.

2. Students will select a philosophical or social issue to debate. Each side of the debate team should contain members representing the philosophies of idealism, realism, pragmatism, and existentialism. After the debate, class members will add their comments to the debated issue.

X. HOMEWORK ASSIGNMENTS

1. Write a personal philosophy of recreation which includes a position statement on each of the following:
   a. Introduction or definition of recreation
   b. Metaphysics
   c. Epistemology
   d. Ontology
   e. Axiology
   f. Ethics
   g. Politics
   h. Aesthetics
   i. T.R. programs
   j. Leadership methodology
   k. View of innovation

2. Visit your agency affiliation to determine their philosophy for the TR department. The philosophy may be determined through such techniques as: interviews with the TR supervisor and the director of the agency; public relations material used by the agency; printed materials and brochures describing the agency; and the agency's policies and procedures manual. Write a report discussing the agency's philosophy. Include your personal opinion on whether or not the programs and services offered seem consistent with the expressed philosophy.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will submit evidence that he has had significant experience in formulating a TR department's philosophy within one or more agencies. Evidence should consist of the following:

a. A letter or telephone call from the director of the agency in which the student established a philosophy for the TR department. The letter or call should verify that the philosophy was formulated primarily by the student, and that the philosophy was accepted as being consistent with the philosophy of the parent agency.

b. A copy(submitted by the student or the agency) of the department philosophy which the student formulated. The instructor will read this to get a sense of the quality of the student's performance in formulating a department philosophy.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer such questions as the following:

a. What is philosophy?

b. How is philosophy relevant to the study of recreation?

c. Compare and contrast the following schools of thought: idealism, naturalism. experientialism, existentialism, and realism.

d. What is your personal philosophy of recreation?

e. Would the idealist agree to the statement:
"I think, therefore, I am"?

f. If a recreation leader claimed to be a realist, how would he teach basketball?

g. Under what circumstances would the experimentalist support competitive athletics?

h. Would the naturalist select free play over formalized gymnastics?

3. Action Demonstration of Competence as pre/post-test

The student will arrange to write a TR Department philosophy at an agency which does not have one. The student will become thoroughly familiar with the agency and its staff, clients, and program. The student will use interviews and other techniques to enable him/her to formulate a department philosophy which is consistent with the parent agency's philosophy. The student will keep the course instructor and an agency administrator informed of the process he is using as well as the final philosophy he formulates. The department philosophy must be judged consistent with the agency's philosophy by the agency administrator. Also, the philosophy must be judged to be positive, constructive, and appropriate by the course instructor.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Read and outline: 1) the definitions and functions of philosophy and 2) the justification for the study of philosophy as revealed in at least two text books written on the study of philosophy.

2. Outline on a flow chart: 1) the branches of educational philosophy; 2) the schools of thought; and 3) the position which identifies the differences among the schools of thought associated with educational philosophy. The material should be outlined from the literature found in at least two text books written on the study of educational philosophy.

3. Outline on a flow chart: 1) the branches of recreational philosophy; 2) the schools of thought; and 3) the position which identifies the differences among the schools of thought associated with recreational philosophy. The materials should be outlined from the literature found in at least two text books written on the study of recreational philosophy.

4. Outline on a flow chart: 1) the branches of the philosophy of therapeutic recreation; 2) the schools of thought, and 3) the position which identifies the differences among the schools of thought associated with the philosophy of therapeutic recreation. The materials should be outlined from the literature found in at least two text books written on the study of the philosophy of therapeutic recreation.

5. Outline the philosophies of the various types of agencies providing therapeutic recreation services through a synthesis of the following information:
    a. Interviews with agency personnel.
    b. Public relations materials used by the agencies.
    c. Printed materials describing the agency.
    d. Recreation literature.
    e. Ideas exchanged with classmates investigating the same problem area.
6. List 5 philosophical issues and outline the approaches to problem solving which would be consistent with each school of thought. Arrange to have students critique the outlines.
7. Outline the "ideal model" departmental philosophy for 3 different self-selected departments serving various special populations. Arrange to have the philosophies critiqued by a panel of agency directors, therapeutic recreation directors, faculty, and students. Then modify the philosophies in light of the critiques. Finally, rewrite the fully-developed philosophies and have them evaluated by the principal faculty member involved on the original panel.
8. Synthesize the information of 2 different agencies and construct a philosophy for each agency. Arrange to have the philosophies critiqued by a panel of experts.
9. Construct a philosophy for each of 2 different therapeutic recreation departments which will be consistent with the agency philosophy. Arrange to have the philosophies critiqued by a panel of experts with representation from the existing agencies, faculty, and students. Modify the philosophies in light of the critique and rewrite the philosophies which would then be evaluated by the course instructor.
10. Outline on a chart the differences which exist among a personal philosophy, an "ideal model" of a departmental philosophy, an actual departmental philosophy, an "ideal model" agency philosophy, and an actual agency philosophy.
11. Interpret, defend, and promote orally 2 departmental philosophies and the parent agency philosophies to a panel of students.
12. Evaluate 2 departmental philosophies for the council, board, or commission of the parent agencies.

Supplementary Evaluative Criteria

1. On a written exam, the student will list from memory at least two definitions of philosophy, three functions of philosophy, and ten justifications for the study of philosophy.

2. Given the branches of educational philosophy, the student will outline in writing at least four schools of thought in educational philosophy and the position which identifies the differences among the schools of thought.

3. Given the branches of recreational philosophy, the student will outline in writing at least four schools of thought in recreational philosophy and the position which identifies the differences among the schools of thought.

4. Given the branches of the philosophy of therapeutic recreation, the student will outline in writing at least four schools of thought in the philosophy of therapeutic recreation and the position which identifies the differences among the schools of thought.

5. Given 5 types of agencies, the student will specify the philosophy and rationale for the philosophy for four of the agencies which would meet the approval of the course instructor.

6. Given the branches of therapeutic recreation philosophies, the student will write a consistent personal philosophy of therapeutic recreation associated with a self-selected school of thought or a personal philosophy in which the inconsistencies are identified and justified. The finished paper would meet the approval of the course instructor.

7. Given the names of 20 recognized philosophers in recreation and therapeutic recreation, the student will identify the schools of thought and the major considerations associated with the philosophers for fourteen out of the 20. The written paper would meet with the approval of the course instructor.

8. Given 10 philosophical issues, the student will analyze the approach that would be consistent with at least 3 schools of thought for 8 out of the 10 issues.

9. Given an agency, a special population, and the circumstances under which the agency operates, the student will construct an "ideal model" philosophy for a therapeutic recreation department which would be approved by the course instructor.

10. Given selected characteristics of an agency, the student will construct an agency philosophy for an agency which provides a therapeutic recreation service which would be approved by a panel of student peers.

11. Given an agency philosophy and the conditions associated with a proposed or existing therapeutic recreation department, the student will construct a philosophy for the department which is consistent with the agency philosophy and which would be approved by a majority of the existing members of the agency board or council.

12. Given a departmental philosophy and a philosophy of the parent agency, the student will construct a flow chart which would point out the differences among his personal philosophy, an "ideal model" department philosophy, the existing departmental philosophy, an "ideal model" agency philosophy, and the existing agency philosophy, which would be approved by the course instructor.

13. Given 2 departmental philosophies and the philosophies of the parent organization, the student will interpret, defend, and promote the philosophies to the satisfaction of a panel of 3 peer students.

14. Given 2 departmental philosophies, the student will evaluate them to the satisfaction of 3 peer students.

MODULE PACKET #2

POLICIES AND PROCEDURES

MODULE PACKET #2

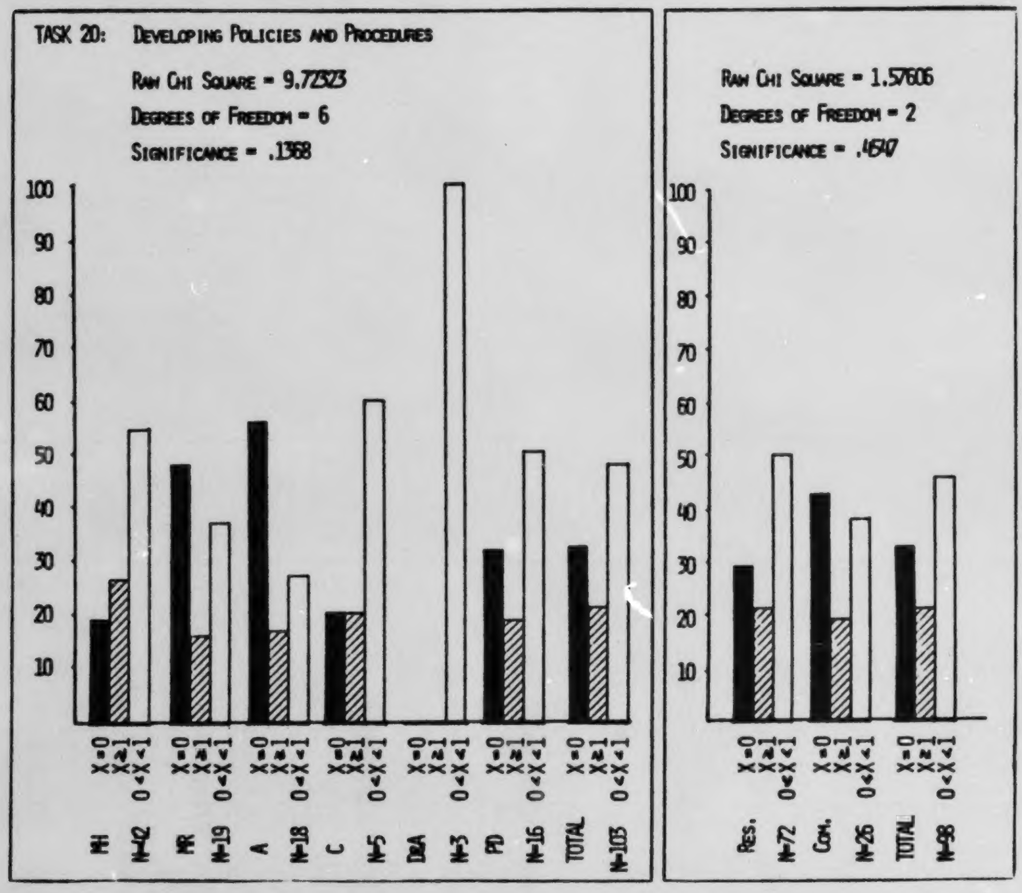
I. MODULE TITLE: POLICIES AND PROCEDURES

II. COMPETENCY IT RELATES TO:

Ability to develop policies and procedures for a TR Department which reflect the department's philosophy and which detail how the department will function in providing its recreation services within the structure of an agency.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS

None of the three original tasks were significant with respect to disability grouping or treatment setting.

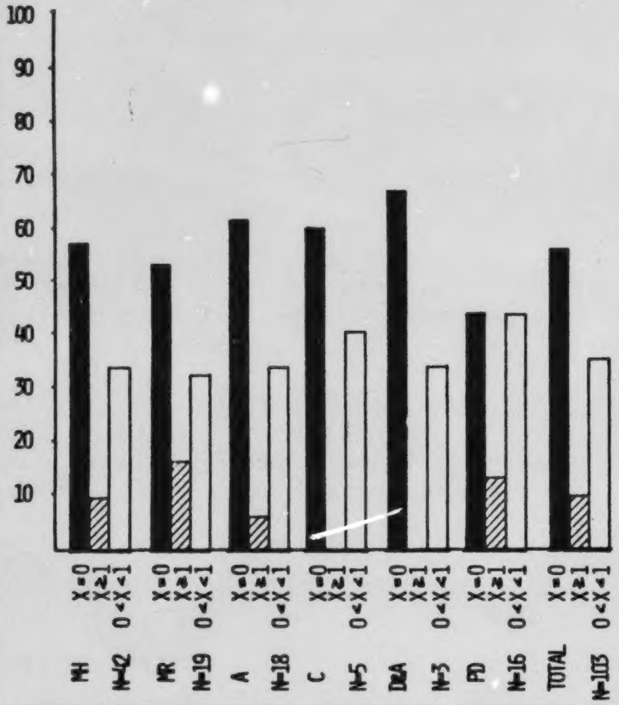


TASK 21: STANDARDS THAT AFFECT AGENCIES

RAW CHI SQUARE = 2.03084

DEGREES OF FREEDOM = 6

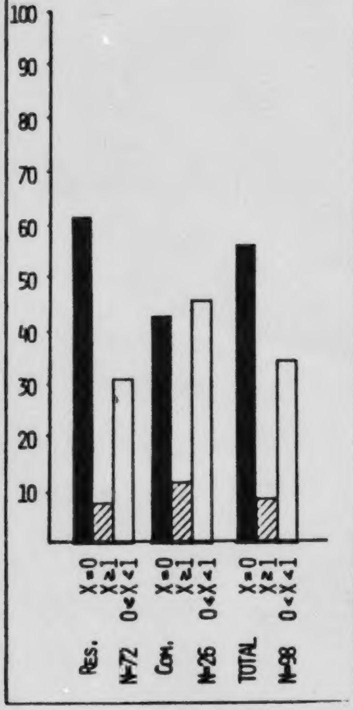
SIGNIFICANCE = .9168



RAW CHI SQUARE = 2.75671

DEGREES OF FREEDOM = 2

SIGNIFICANCE = .2520

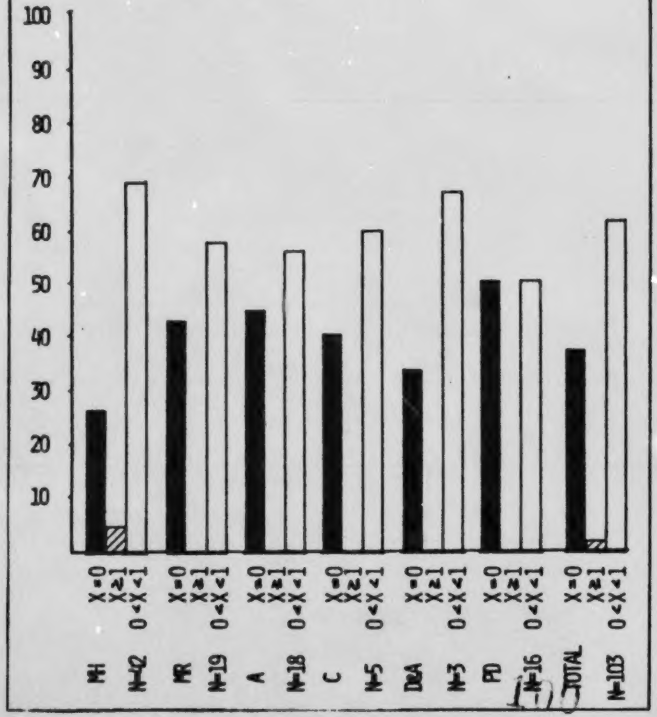


TASK 33: PREPARING STANDARDS DOCUMENT OR PROCEDURES MANUAL

RAW CHI SQUARE = 5.87433

DEGREES OF FREEDOM = 6

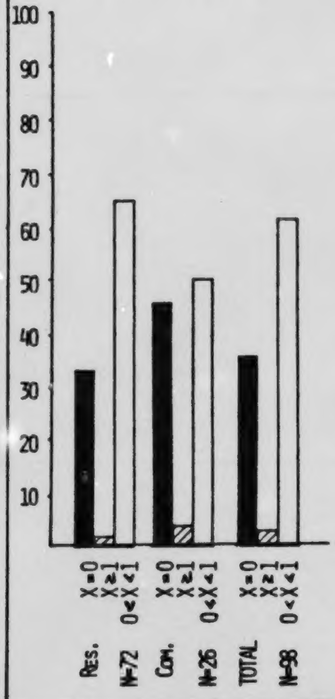
SIGNIFICANCE = .4374



RAW CHI SQUARE = 2.14811

DEGREES OF FREEDOM = 2

SIGNIFICANCE = .3416



IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY # 2	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
9	0	3	OF GUIDELINES FOR RECREATION	3	4	4	IN MEETING STANDARDS
2	5	6	OF AGENCY AND DEPARTMENT PHILOSOPHIES	2	4	5	IN DETERMINING POLICIES AND PROCEDURES
0	6	6	OF AGENCY AND DEPARTMENT CONCERNS	5	3	4	IN WRITING POLICIES AND PROCEDURES
0	3	9	OF AGENCY AND DEPARTMENT OPERATIONS				
8	1	2	OF ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURES				
19	15	26	SUB-TOTAL FOR KNOWLEDGES	10	11	13	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	29	26	39	

Respondents felt that the knowledges of policies and procedures were best learned on the job (26) as opposed to in the classroom (19) or in a practicum setting (15). With regard to where skills were best learned, the responses were almost evenly distributed among the categories. Thirteen respondents felt skills were best learned on the job, while 11 persons thought they were best learned in a practicum setting, and 10 persons thought they were best learned in the classroom.

V. CONTENT SUMMARY OF MODULE

In this module, students will learn how to prepare statements of policies and procedures for TR departments. In addition to learning how to prepare statements, it is critical that the students understand why policies and procedures are so important. The instructor should emphasize the role of policy manuals in promoting the smooth and proper operation of the department. Also, the role of a procedures manual in determining liability and other legal implications should be discussed.

VI. LEARNING OBJECTIVES

1. The student will be able to identify resources concerning standards for therapeutic recreation mandated through professional and governmental guidelines.
2. The student will be able to identify the major categories of a comprehensive policies and procedures manual; discuss the purpose and content of each section; and write actual statements appropriate to each section.
3. The student will be able to analyze and evaluate statements on policies and procedures in terms of: appropriateness of content; clarity of content; and effectiveness of format.

VII. READINGS

1. Kraus, Richard G. and Curtis, Joseph E. Creative Administration in Recreation and Parks. Saint Louis: The C.V. Mosby Company, 1977. pp. 59-72 and 289-310.
2. O'Morrow, Gerald S. Administration of Activity Therapy Service. Springfield, Illinois: Charles C. Thomas, 1966. pp. 256-263.

VIII. AUDIO-VISUAL MATERIALS

No films or tapes have been found that would be appropriate to this module. However, it is suggested that an actual policies and procedures manual from an agency be made available for students to review as a model. Such a manual could be obtained from a practicum placement agency. Also, the university's Department of Recreation and Leisure should have some kind of policy manual for faculty, which could be reviewed as a sample.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Each student will develop policy and procedure statements for one topic area of a policies and procedures manual. Students will exchange their writing with another student in class and orally critique each other's efforts.

2. Students will meet in study groups. Each group will be assigned a major section of a policies and procedures manual. The group should discuss the purpose of that major category and the sub-components that would be included in that major section. They should also write a sample paragraph of statements that would be appropriate for one of the sub-categories. Each group should verbally present its work to the entire class.

X. HOMEWORK ASSIGNMENTS

1. Each student will visit the agency with which he is affiliated. He/she will make a detailed outline of all the major sections and sub-components that should be included in a policies and procedures manual for that agency. The student will then choose two major sections and write the actual policies and procedures that would be included in them.

2. The student will review the policies and procedures manuals of two agencies and compare the procedural statements found in two sections. For example, the student might compare the Dress Regulations and the Fire Procedures of one agency with those same categories within the other agency. The student will write two pages summarizing the strengths and weaknesses of each agency's statements. The student will compare the content, style, and clarity of each agency's statements.

3. The student will review a policy and procedures manual currently used by an agency. The student will write two pages critiquing the manual for content, style, format, and clarity. The student should include the strengths and weaknesses of the manual, and what changes he perceives as necessary.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

   The student will present evidence that he/she has had primary involvement in the preparation of the policies and procedures manual for the TR Department of an agency, or for a related activity or rehabiliattion department. Evidence should consist of the following:

a. A letter or telephone call from the director or supervisor of the agency or department where the manual was prepared. The letter or phone call should verify that the student had a primary role in the preparation of a policy manual, and that the manual was minimally satisfactory.

b. A copy of the portions of the manual which the student prepared. The student should explain and clarify how the policies and procedures relate to the agency's philosophy and goals.

c. A written or verbal explanation by the student of what procedures and resources were used for the preparation of the manual.

2. Demonstration of Knowledge (oral or written) as pre/post test

The student will answer the following questions:

a. The student will discuss some of the professional and governmental guidelines that exist, which might have applicability to the preparation of a policies and procedures manual. The student will identify the resources containing the standards and explain how the standards would be utilized to write policy statements.

b. When presented with the philosophy of an agency, the student will write the policies and procedures for three major sections of a TR Department manual. The policies and procedures should reflect, and be consistent with, the agency philosophy.

c. When presented with some policy and procedure statements for a given agency, the student will critique the statements for content, style, and clarity. The student will note the strengths and weaknesses of the statements.

3. Action Demonstration of Competence (as pre/post test)

The student will arrange with an agency in which he/she is working, to prepare a policies and procedures manual for the TR Department. If a manual already exists, the student will arrange to revise it through updating and expansion. The finished manual must be approved by the agency supervisor or director, who will confirm that the policies and procedures are consistent with the agency's philosophy. The course instructor must approve the format and depth of development of the manual.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

No supplementary activities or evaluations have been developed for this module packet.

MODULE PACKET #3

HIRING STAFF

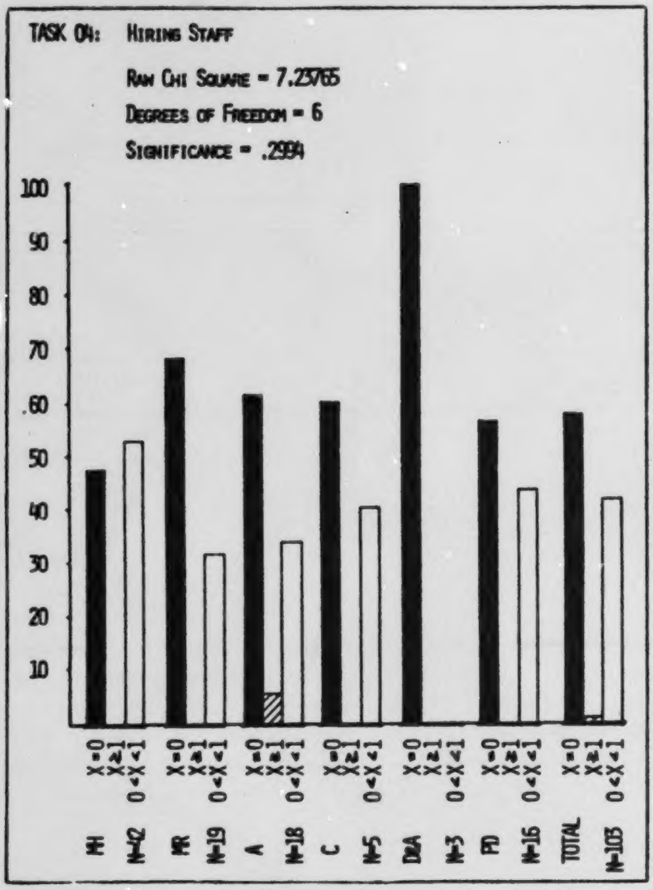
MODULE PACKET #3

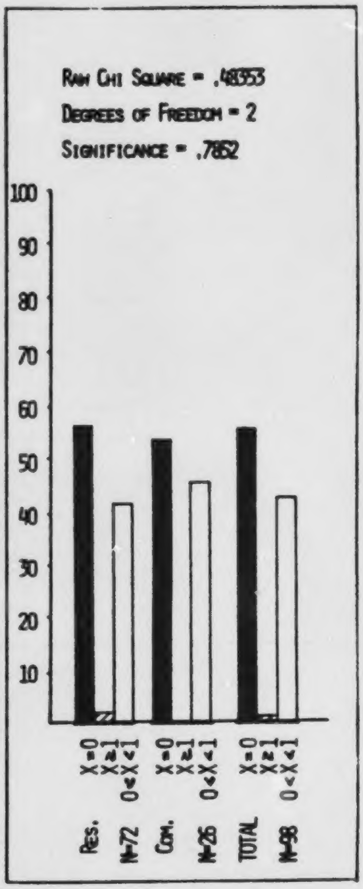
I. MODULE TITLE: HIRING STAFF

II. COMPETENCY IT RELATES TO:

Ability to hire staff through proper utilization of personnel practices and procedures.

III. ANALYSIS AND DISCUSSION OF RELATED ORIGINAL TASK





Results of the Job Task Analysis showed that 57.3% of all persons surveyed are never involved in hiring staff. 1.0% are involved on a weekly basis, and 41.7% perform the activity on a less than weekly basis. Percentages for the Residential versus the Community setting were very similar with 56.1% never being involved, 1.0% involved on a weekly basis, and 42.9% being involved on a less than weekly basis. With nearly 50% of respondees being involved in hiring staff on a less than weekly basis (this would be expected as vacancies do not occur as frequently as weekly) it is perceived that input on the hiring staff process is relevant to the roles that practitioners perform, and should be included in the curriculum.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #3	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
6	4	2	OF JOB DESCRIPTION COMPONENTS	1	3	7	IN STAFF NEEDS ASSESSMENT
3	6	3	OF JOB EDUCATION REQUIREMENTS	5	1	5	IN CONSTRUCTING JOB DESCRIPTIONS
0	1	10	OF HIRING PROCEDURES	3	2	7	IN RECRUITING PERSONNEL
3	2	6	OF POTENTIAL EMPLOYEE SOURCES	1	3	7	IN INTERVIEWING CANDIDATES
7	1	3	OF PERSONNEL PRINCIPLES	0	2	9	IN EVALUATING APPLICANTS
19	14	24	SUB-TOTAL FOR KNOWLEDGES	10	11	35	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	29	25	59	

Responses to the knowledges and skills survey present a mixed picture. In terms of knowledges; combining classroom with practicum, 72% feel that knowledges can be best learned in a combination of classroom and practicum experiences. The skills results favor the on-the-job setting (21 to 35, 60%) as might be expected since the skills described are applied, and need to be implemented in an on-the-job setting.

V. CONTENT SUMMARY OF MODULE

Content will focus on the process of hiring new staff and on the formulation and construction of job descriptions.

VI. LEARNING OBJECTIVES

1. The student will be able to explain basic principles of personnel selection.
2. The student will be able to analyze the responsibilities of a job, and identify the education and experiences necessary for the performance of the job.
3. The student will be able to formulate a job description.
4. The student will be able to conduct interviews with job candidates, and select an individual from a field of applicants.

VII. READINGS

1. Lutzin, Sidney G., and Storey, Edward H. Managing Municipal Leisure Services. International City Management Association. 1973. Chapter 14.
2. Kraus, Richard G., and Curtis, Joseph E. Creative Administration In Recreation and Parks. 2nd Edition. C.V. Mosby Company, 1977. pp. 75-83.
3. Kraus, Richard G. Therapeutic Recreation Service: Principles and Practices. W.B. Saunders Co., 1973. pp. 44-46.

VIII. AUDIO-VISUAL MATERIALS

1. Samples of job descriptions based on actual TR positions in various agencies.
2. Samples of resumes of individuals who have had some training and/or experience working in the field of therapeutic recreation.

> (Both of the above, job descriptions and resumes, can be shown by use of an opaque projector and can serve as the basis for discussion, as well as models that can be critiqued. All can be obtained locally from students, faculty, and practitioners involved in the curriculum).

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups to discuss and list the procedural steps that must be completed from the point that a vacancy arises - to the point of having an individual appear at work as the individual who has been selected to fill the vacancy. Though the steps will be different, depending on the agency in which a vacancy occurs, some of the steps include: 1) definition of the job and construction of a job spec or description, 2) examination and promotion from within - or - announcing the position and seeking applicants from outside the agency, 3) follow through on acquisition of required applications and other support data from applicants, 4) interview(s) of potential candidates, 5) completion of required paper work within the agency associated with the acquisition of a new employee, 6) planning for orientation and intake of a new employee.

2. Students will select an agency of their choice in which they perceive that an additional TR staff member is necessary, and will write a justification for an additional staff member that includes:

   a. need for the staff member in terms of increasing the quality of the existing program, or effecting the addition of a new program component.

   b. a personnel budget projection that would accommodate the proposed new staff member.

   c. a formal job spec or description that would spell out the requirements (minimum experiences, knowledges, skills, and training) required of individual(s) who would be considered to fill the new job.

3. In groups of four, students will role-play a job interview. A specific job description should be provided for the basis of the role-play.

   Student A will serve as the interviewer and Student B will act as the interviewee. Student C will observe student A and student D will observe student C. Observing students will provide feedback to role playing students at the conclusion of the interview, on their behavior/performance as employer and job applicant.

X. HOMEWORK ASSIGNMENTS

1. (a) The student will make formal application to a rehabilitation agency, or a private industry, going as far in the process as acquisition and completion of all required forms.

   (b) The student will visit two agencies of his choice, and obtain from the personnel office in each agency a description of the hiring procedures of the agency, and a copy of all forms that candidates for employment are required to complete.

2. Obtain and examine a minimum of three actual job descriptions from local agencies which describe Therapeutic Recreation positions of different levels of responsibility. Write a brief paper (3 to 5 pages) that outlines the unique aspects of each job description and that cites strengths and weaknesses of each.

XI. EVALUATIVE METHODS

1. Present-a-Package - Pretest

   The student must submit documentation that attests to the fact that he/she has worked in a setting and has had primary responsibility for hiring at least two employees.

   Documentation should include:

   (a) a letter from the student's immediate supervisor or administrator in the agency that confirms that the student has hired staff

   (b) a copy of the job specifications and/or job descriptions for the positions that the student hired an employee

2. Demonstration of Knowledge - (pre/post test)

   (a) On a written test, the student will correctly identify the major components that comprise a job sepcification (definition of position, examples of work performed, required knowledges -skills-abilities, minimum experience and training), and give an appropriate example under each component.

3. Action Demonstration of Competence - (pre/post test)

   (a) Under supervision, the student will conduct an interview in a field setting with a potential employee and submit a written evaluation of the candidate to the supervisor. The interview and report must be judged satisfactory by the supervisor.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

1. Obtain and examine a minimum of three actual job descriptions from local agencies which describe therapeutic recreation positions of different levels of responsibility. Discuss with an in-class study group the content and style of the job descriptions.

2. Read in two texts from fields other than therapeutic recreation (Business Administration and Organizational Management as examples) those sections that pertain to acquisition and retention of employees. Summarize your findings in a written report of not more than five pages.

3. Contact at least two newspapers and obtain complete information (procedures and costs) for placing a personal want ad.

4. Contact a professional organization associated with the habilitation/rehabilitation of the disabled (for example Social Work, Occupational Therapy, Vocational Rehabilitation), and secure complete information with regard to their requirements and procedures utilized to advertise job vacancies in their professional journal.

5. Contact two local agencies that employ therapeutic recreation personnel, and find out the source(s) they utilize for locating potential employees. Report your findings to the class.

6. View a film on interviewing techniques. Discuss the techniques and principles utilized.

7. Contact two agencies of your choice and obtain personnel manuals and information on staffing patterns, regulations, etc. Read the manuals and discuss the strengths and weaknesses of each in an in-class small group.

Evaluative Criteria

1. Given a hypothetical job position to fill, the student will construct a satisfactory job description.

2. On a written test, the student will list four sources of potential new employees and explain the methods for and advantages of using each source.

3. In a class setting the student will make a verbal report which outlines and explains the basic principles of personnel acquisition and management.

4. Given an assigned field agency, the student will identify and write a justification for an additional employee. The justification must be rated acceptable by the agency supervisor based on style, persuasiveness, and content.

MODULE PACKET #4

PREPARING BUDGETS

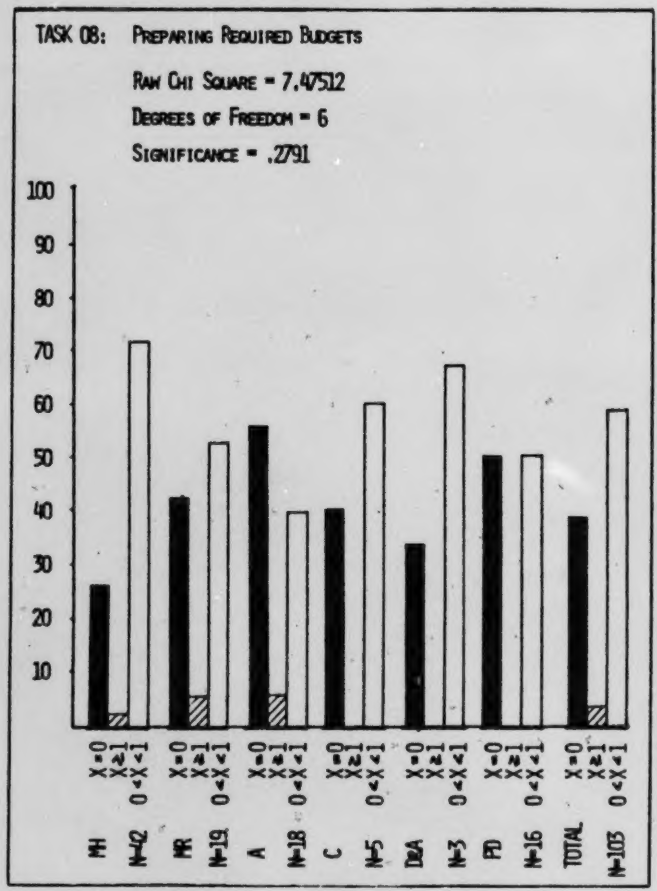
MODULE PACKET #4

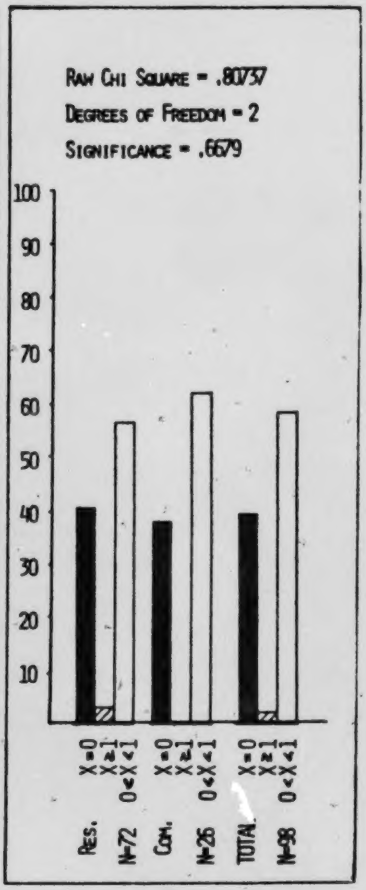
I. MODULE TITLE: PREPARING BUDGETS

II. COMPETENCY IT RELATES TO:

Ability to prepare, present, and defend an adequate budget for a therapeutic recreation program.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASK





The original task on preparing budgets was not significant with respect to disability grouping or treatment setting.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #4	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
8	3	2	OF BUDGET PRINCIPLES	7	2	2	IN PROJECTING BUDGET NEEDS
2	4	6	OF BUDGET PROCEDURES	10	1	0	IN WRITING LEGIBLE BUDGETS
5	5	3	OF TR BUDGET NEEDS	5	3	4	IN DEFENDING BUDGETS
5	4	4	OF PRODUCT AND SERVICE VENDORS	6	2	4	IN MODIFYING BUDGETS
				6	1	6	IN RECORD KEEPING AND ACCOUNTING
20	16	15	SUB-TOTAL FOR KNOWLEDGES	34	9	16	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	54	25	31	

Respondents felt that both knowledges and skills about budgeting were best learned in the classroom. For knowledges, the category totals were: in class-20; practicum - 16; and on the job-15. For skills, the totals were: in class - 34; practicum - 9; and on the job - 16.

V. CONTENT SUMMARY OF MODULE

This module deals with two main aspects of budgets. One is the preparation of budget proposals, requests, and justifications. This would involve assessing budget status and projecting future needs.

The second aspect involves the maintenance and operational procedures for utilization of funds, record keeping, fiduciary responsibilities, etc. This includes the supervision of financial receipts and disbursements. Both aspects are perceived to be important for competence in budgets.

VI. LEARNING OBJECTIVES

1. The student will be able to discuss the purpose of TR budgets and specify the areas of need that a TR budget should address.
2. The student will be able to identify resources on which to base projected expenditures and identify sources of guidelines by which expense needs and priorities may be justified.
3. The student will be able to identify and utilize various recordkeeping processes that monitor expenses and yield data relevant to the justification of budget item requests.
4. The student will be able to discuss the concept of fees and charges as they relate to TR budgets.

VII. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972. pp. 175-178.
2. Kraus, Richard G. and Curtis, Joseph E. Creative Administration in Recreation and Parks. Saint Louis: The C.V. Mosby Company, 1977. pp. 200-233.
3. Lutzin, Sidney G. and Storey, Edward H.; editors. Managing Municipal Leisure Services. Washington, D.C.: International City Management Association, 1973. pp. 210-239.
4. O'Morrow, Gerald S. Administration of Activity Therapy Service. Springfield, Illinois: Charles C. Thomas, 1966. pp. 263-269.
5. Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration. Reston, Virginia: Reston Publishing Company, Inc., 1976. pp. 246-300.

VIII. AUDIO-VISUAL MATERIALS

No films or tapes have been found that are applicable to this module. However, it is suggested that a few actual budget records from agencies be made available for students to review. These documents would serve as samples or models to aid students in clarifying the content, format, and processes involved.

IX. PARTICIPATORY EXERCISES AND ACTIVITES

1. Students will meet in study groups. Each group will be assigned one category of budget items such as capital expenditures, personnel, etc. Each group will list specific items that might be found in their assigned category, and then list examples of resources that would help determine the costs of these items if the student were actually responsible for pricing them in a job situation. Each group should then present its list to the class for review and discussion.

2. Students will discuss and debate the pros and cons of fees and charges in therapeutic recreation. This may be done in study groups or as an entire class.

X. HOMEWORK ASSIGNMENTS

1. Each student will prepare an itemized budget for the therapeutic recreation department at his/her agency affiliation. The budget should include such categories as personnel; fringe benefits; expendable supplies; capital equipment; contracts and services; and transportation. There should also be a clear distinction between the allocated operating budget and additional monies collected periodically through fees and charges.

2. Each student will prepare a written explanation or argument that would justify the addition of one new staff member to the therapeutic recreation department at a given agency. Additionally, some students may present and defend their statements in class.

3. The student will keep an orderly account of his personal finances and expenses for one week. The account should clearly distinguish such categories as food; clothes; shelter; recreation; hygiene; and education. Also, there should be a concise way of accounting for money received (employment, scholarship, veteran's benefits, etc.) as well as money spent. The student will turn his budget in to the course instructor who will grade it for organization, clarity, thoroughness, and neatness.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will present evidence that he/she has been significantly involved in preparing, maintaining, and presenting budgets in a therapeutic recreation department or related setting. Evidence should consist of the following:

a. A letter or telephone call from the supervisor or director at the agency where the student was involved with budgets. The letter or phone call should verify that the student had primary involvement in preparing, maintaining, and presenting budgets.

b. A copy of the actual budget book, budget records, reports, justifications, and other written materials which the student prepared and maintained. The instructor will review these for organization, style, and completeness.

2. Demonstration of Knowledge (oral or written) as pre/post test

The student will answer some or all of the following questions:

a. Identify the primary categories or areas of need that a therapeutic recreation budget should address. After identifying the categories, list four specific items that might be included in each category.

b. The student will identify and discuss two resources relating to guidelines by which expense needs and priorities could be justified.

c. The student will discuss the various record-keeping processes that a TR department might utilize to monitor expenses and gather data relevant to the justification of budget item requests.

d. The student will discuss the concept of fees and charges in therapeutic recreation. The student should include the pros and cons of fees and charges, and should express his personal stance with respect to the issue.

3. Action Demonstration of Competence

The student will arrange with an agency to maintain the budget records of the TR Department for at least six weeks. The student would be responsible for monitoring and recording all incoming and outgoing funds in a clear, concise manner that can be easily reviewed and assesed by the course instructor and/or the department supervisor.

Also, the student will arrange to submit justifications for: 1) the addition of a new staff member to the TR Department; 2) the addition of a new major program to the TR Department (such as summer camp, leisure counseling, etc.); and 3) the addition of a new major piece of recreation equipment (piano, stereo, etc.). These justifications should be appropriate to submit when budget requests are due.

Note: This competency would be difficult in terms of this type of evaluation method, since a student would rarely be permitted to suddenly assume budget responsibilities in a department.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Obtain a therapeutic recreation department budget from each of three different types of agencies, ie, private, public, community, residential. In a paper, compare and contrast the budgets.

2. Present a proposed budget to the class and be prepared to defend it. Each student will be assigned a specific situation.

3. Interview a TR practitioner to obtain information on types of budgetary problems that may be encountered.

4. Locate standards for therapeutic recreation programs which could be used to justify increased expenditures for personnel.

5. Locate two agencies that utilize fees and charges in their programs and prepare an oral report for class which outlines the rationale of each agency for their use.

Supplementary Evaluative Criteria

1. Given a field agency assignment, the student will construct a budget for the TR program which is approved by the TR supervisor as being appropriate for actual submission.

2. In a classroom role-playing situation, the student will defend a proposed budget by sufficiently responding to 80% of questions asked.

3. On a written test, the student will correctly define 80% of the terminology concerning bookkeeping and budgetary practices.

4. Given a hypothetical or real-life situation, the student will identify needs of program and proposed solution in terms of increasing budget, utilizing fees and charges, etc.

MODULE PACKET #5

ADMINISTRATIVE REPORTS

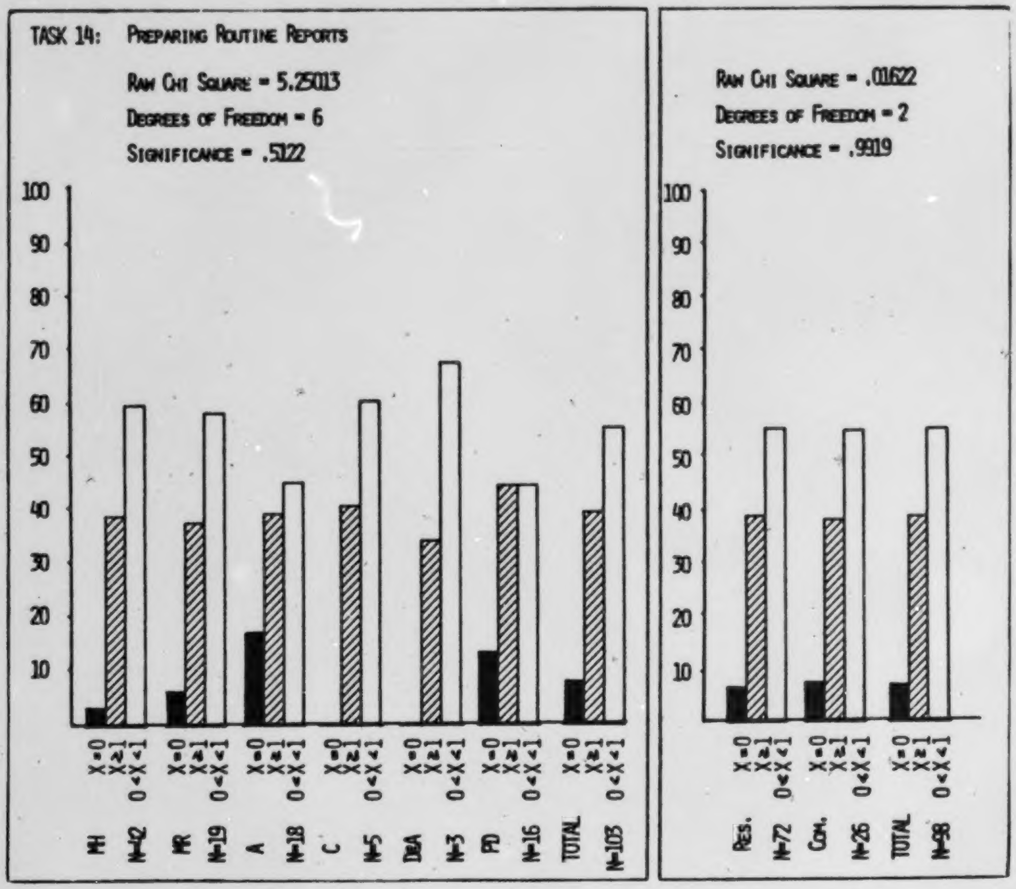
MODULE PACKET #5

I. **MODULE TITLE: ADMINISTRATIVE REPORTS**

II. **COMPETENCY IT RELATES TO:**

Ability to organize and prepare routine administrative reports required in the management of TR services.

III. **ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASK**



On the one original task relating to administrative reports, there was no significance with respect to disability grouping nor treatment setting.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #5	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
3	5	4	OF KINDS OF REPORTS	4	4	4	IN GATHERING REPORT DATA
4	4	6	OF REPORT CONTENT/FORMATS	2	3	2	IN ORGANIZING REPORTS
1	1	9	OF REPORT PROCEDURES				
5	4	3	OF REPORT FUNCTIONS				
13	14	22	SUB-TOTAL FOR KNOWLEDGES	11	7	6	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⇨	24	21	28	

Respondents felt that the knowledges involved in preparing administrative reports were best learned on the job (22 responses). Response totals for other categories were: in class - 13 and field practicum - 14.

Skills were felt to be best learned in the classroom (11 responses). Other response totals were: field practicum - 7 and on the job - 6.

V. CONTENT SUMMARY OF MODULE

Although the original competency referred to the preparation of "routine" reports, this was perceived to be ambiguous. Since another competency (#27) relates specifically to preparation of clinical reports, this competency (#5) was re-worded to say "routine, administrative" reports. It then becomes clear that the competency addresses such reports as concern program and evaluation, accidents and injuries, schedules and inventories, etc.

VI. LEARNING OBJECTIVES

1. The student will be able to describe the purpose and content of various types of administrative reports and outline the routing and/or approval steps in the report process.

2. The student will be able to identify sources of guidelines for content and format of administrative reports.

3. The student will be able to identify various record-keeping processes that yield necessary data for inclusion in administrative reports.

4. The student will be able to write reports that present information in an organized, coherent manner.

Reports that should be covered include:

a. Monthly, quarterly, annual program reports
b. Supply, inventory records, and requisitions
c. Accident and security reports
d. Staff evaluations; performance ratings
e. Liability, insurance waivers
f. Disciplinary reports

VII. READINGS

Kraus, Richard G. and Curtis, Joseph E. Creative Administration in Recreation and Parks. St. Louis: The C.V. Mosby Company, 1977. pp. 288-310.

VIII. AUDIO-VISUAL MATERIALS

No films or slides are recommended for this module. However, some sample administrative reports would be useful for students to inspect. The instructor could gather some reports from one or more of the following sources:

a. Reports that field work agencies might be willing to share.

b. Reports that students have prepared during previous terms.
c. Reports that department faculty members have prepared for various positions they have held.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups, and each group will be assigned a specific kind of administrative report. Each group will discuss the purpose and content of their type of report, and then write an actual paragraph that might go in the report. Each group will present its information to the rest of the class.

2. Students who are currently working in TR settings will bring copies of administrative reports from their agencies, with agency permission. Students will share these reports with the class and lead a discussion about their content, purpose, and procedures for preparation.

X. HOMEWORK ASSIGNMENTS

1. The student will visit his affiliated agency to collect information on the administrative reports they utilize. The student will summarize the following information on each report: kind of report; content; purpose; reporting schedule; reporting procedure; and data collection methods.

2. The student will select one type of report required at two different, real or hypothetical agencies. For example, two different agencies might be a private physical rehabilitation hospital and a state training school for the retarded. The student will compare the reports for differences that actually exist, or might theoretically exist, in terms of content, purpose, reporting schedule, reporting procedure, and data gathering techniques.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will present evidence that he/she has been actively involved in the preparation of administrative reports in a TR setting. Such evidence will consist of:

a. A letter or phone call from the supervisor of the TR Department, or other administrative person, verifying that the student had primary and extensive involvement in the preparation of at least 4 kinds of administrative reports.

b. Copies of at least 4 different kinds of administrative reports which the student had a primary role in preparing. The student should be able to give a supporting explanation of the content, purpose, and preparation of each report.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer the following questions:

a. When presented with two actual administrative reports, the student will critique each for effectiveness and appropriateness in collecting and presenting information.

b. The student will identify five types of reports, their purpose, content, and data required.

c. Given a situational request for a report, the student will identify the types of data needed, methods for collecting the data, who determines the deadline, and how to determine guidelines for the content and/or format.

3. Action Demonstration of Competence

The student must already be integrally involved with a TR agency. The student will then arrange with that agency to prepare at least four different kinds of administrative reports. The reports should be judged satisfactory by the course instructor in terms of content, style of writing, and appropriateness of preparation methods.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activites

1. Critique two reports for effectiveness in organizing and communicating needed information.

2. For either a real or hypothetical situation, write three different types of reports that can be used to justify an increase in staff or budget, support the addition of new equipment, explain present department programs, and/or secure volunteer services. Explain supportive data gathering procedures.

3. Critique the reports of two other students for effectiveness in organizing and communicating data needed to accomplish goal.

4. Conduct a survey of five agencies to determine the kinds of reports required by various agencies. List the kinds of reports under specific categories.

5. Conduct a survey of 3 agencies to determine the content and format of reports required by agencies. Compare these with those identified in the recreation literature.

6. Trace and outline the time deadlines and routing of reports used by 3 existing agencies. Compare the information with the deadlines and routing process suggested as "ideal"by a panel of experts.

7. Conduct a survey of 3 agencies to assess the perceptions of key personnel on the function and rationale of reports and compare the results with the function and rationale revealed in the literature in therapeutic recreation.

8. Conduct a study to determine the effectiveness of the reports used in 3 existing agencies. Identify specific utilization techniques which appear to improve recreation services.

Supplementary Evaluative Criteria

1. The student will write two reports that will be critiqued for organization and communication by two fellow students. Clarity will be considered achieved when the critiquer can summarize what the report says to the satisfaction of the report writer.

2. On a written examination, the student will identify the resources available on report writing in therapeutic recreation literature and be able to summarize the information to the satisfaction of the course instructor.

3. Given 10 types of agencies, the student will categorize and define the kinds of reports associated with the provision of therapeutic recreation for 8 out of the 10 agencies. In addition, he will illustrate the content and format of the reports for 8 out of 10 agencies. His answers must satisfy the course instructor.

4. Given the deadlines and routing process for reports in various agencies, the student will identify the problem areas in the process.

5. On a written examination, the student will justify the reports which are appropriate for 5 different agencies providing therapeautic recreation, to the satisfaction of the course instructor.

6. Given an agency, the student will identify the instrument and approach which should be used in assessing the effectiveness of existing reports being utilized by the agency.

MODULE PACKET #6

PARTICIPATION IN ADMINISTRATIVE MEETINGS

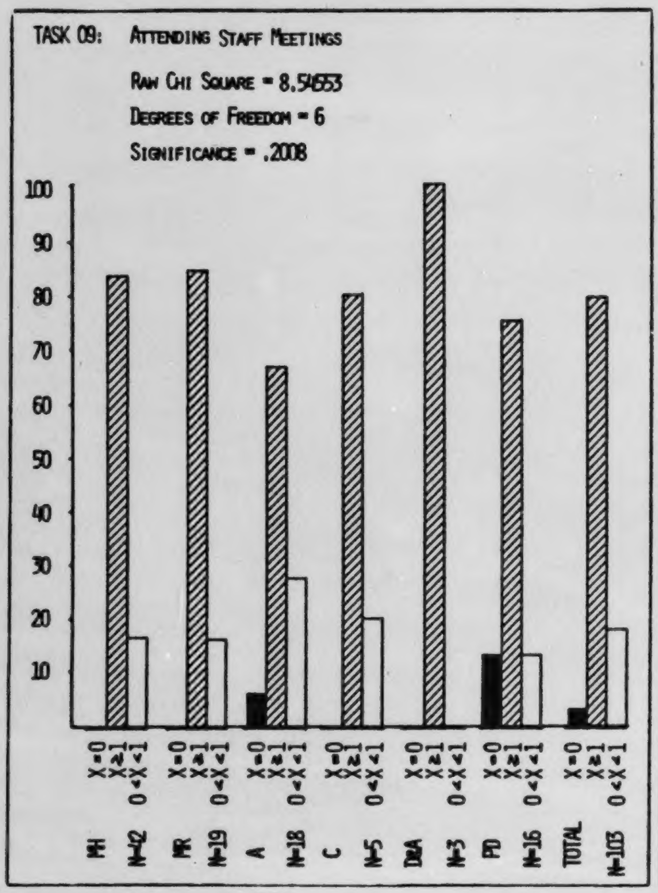
MODULE PACKET #6

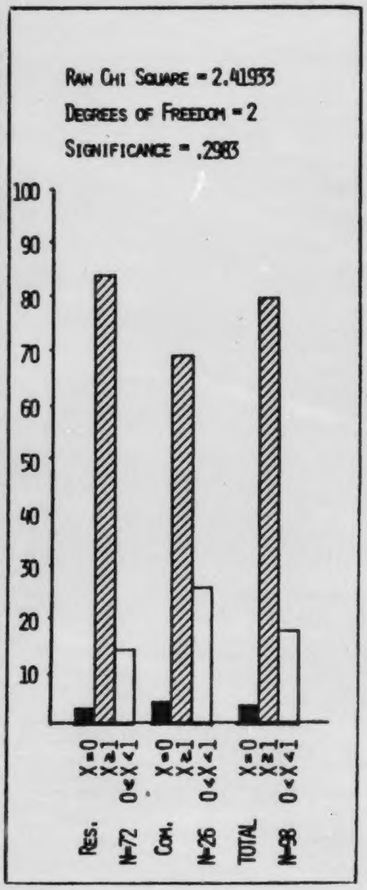
I. MODULE TITLE: PARTICIPATION IN ADMINISTRATIVE MEETINGS

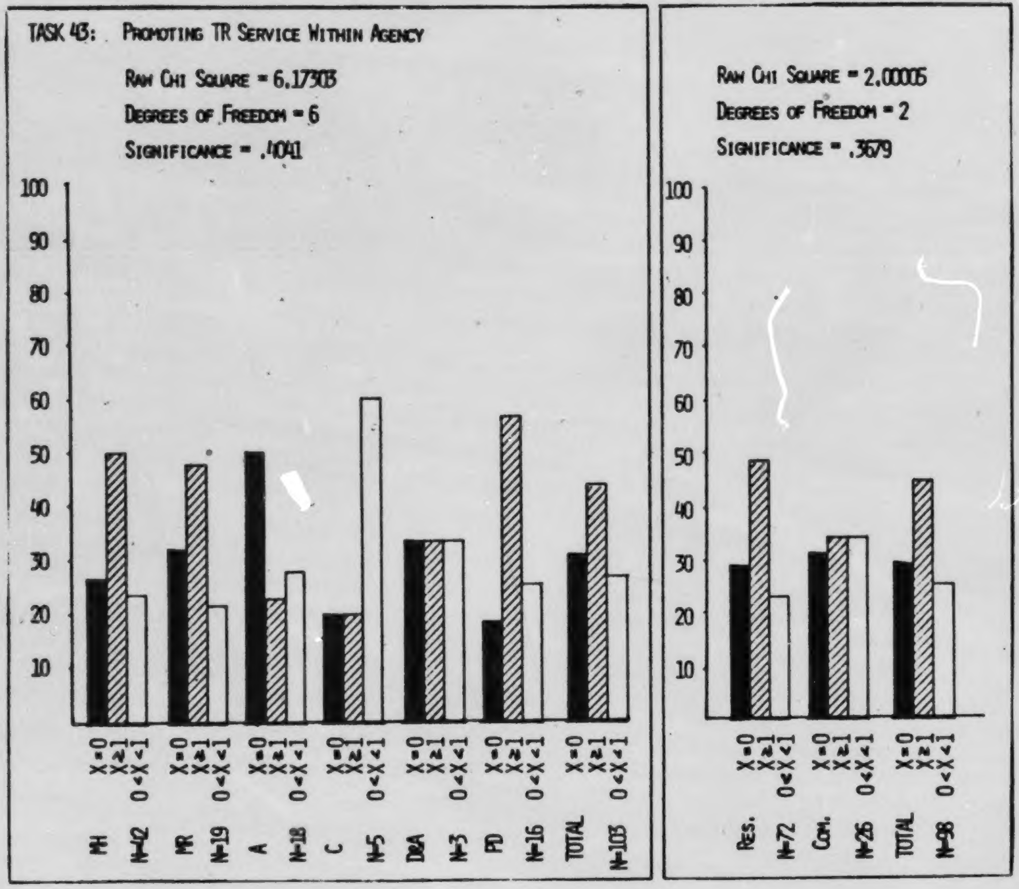
II. COMPETENCY IT RELATES TO:

Ability to participate appropriately and effectively in administrative meetings.

III. ANALYSIS AND DISCUSSION OF RELATED ORIGINAL TASKS







Neither of the original tasks "Attending Staff Meetings" nor "Promoting TR Service Within Agencies" was significant with respect to disability grouping or treatment setting.

IV. ANALYSIS OF COMPENTENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #6	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
4	3	4	OF TR ACTIVITIES	6	5	1	IN PUBLIC SPEAKING
6	5	2	OF TR PHILOSOPHY AND CONCERNS	3	5	4	IN CONVEYING CONCERNS
4	6	2	OF INTERDISCIPLINARY ROLES	5	5	3	IN DECISION MAKING
4	6	3	OF RECORDING AND REPORTING	4	5	3	IN CLASSIFYING INFORMATION
18	20	11	SUB-TOTAL FOR KNOWLEDGES	18	20	11	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	36	40	22	

Respondents felt that both knowledges and skills for this competency were best learned in a practicum setting, although the classroom setting received only two responses less than the practicum. Response totals for knowledges were: classroom - 18; practicum -20; on the job - 11. The category totals were exactly the same for skills.

V. CONTENT SUMMARY OF MODULE

This module deals with the effective functioning of a TR Supervisor or Administrator in meetings with other supervisors or administrators. The important aspects of effective functioning seem to involve the two-way channel of communication. That is, the TR supervisor must communicate the needs of his department to the other administrators, and then he/she must return the information generated in the administrative meeting back to the

TR department. This may involve some interpretation, translation, and even some omission, since many concerns and agenda items discussed in administrative meetings are not appropriate for communication to line-level staff, and vice versa. The TR supervisor will need to learn what to say to whom, and how it can best be said for the intended purpose.

VI. LEARNING OBJECTIVES

1. The student will be able to identify a variety of types of administrative meetings of a parent agency, the purpose for each meeting, and the role of the TR supervisor within that meeting.
2. The student will be able to promote decisions which are consistent with the goals, philosophy, policies, and procedures of the TR department and of the parent agency.
3. The student will be able to communicate pertinent TR Department material during an administrative meeting and convey appropriate information from that meeting back to the TR Department.

VII. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory,philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972. pp. 150-166.
2. Kraus, Richard G. and Curtis, Joseph E. Creative Administration in Recreation and Parks. St. Louis: The C.V.Mosby Company, 1977. pp. 15-34.
3. O'Morrow, Gerald S. Administration of Activity Therapy Service. Springfield, Illinois: Charles C. Thomas, 1966. pp. 229-274.
4. Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration. Reston, Virgnia: Reston Publishing Company, Inc., 1976. pp. 18-37.

VIII. AUDIO-VISUAL MATERIALS

No films, records, or tapes were located that seem appropriate for this module.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will role-play an interdisciplinary, administrative meeting in a rehabilitation agency, around a given topic. For example,

morale and interdepartmental cooperation seem to be very low in the agency, and the supervisors and administrators are meeting to establish action plans for alleviating these problems. Students will play the roles of administrators (clinical or program director, etc.) and of supervisors (of recreation, O.T., nursing, etc.). After the meeting, the class will discuss the dynamics that occurred, such as the degree of cooperation; the effectiveness of individual efforts and styles; the problems in communication; etc.

2. Students will meet in study groups. Each group will be assigned a type of administrative meeting such as an interdisciplinary meeting, executive committee meeting, board meeting, etc. For each kind of meeting, the group should list the purpose; the role that the recreation supervisor should play; and the other departments and persons who should be represented in the meeting. Then all groups should meet back together and share their information with the class.

X. HOMEWORK ASSIGNMENTS

1. Arrange to observe an administrative meeting, such as a departmental meeting in an agency. Write a report that critiques the effectiveness of the TR supervisor in fulfilling his role at the meeting. What do you think the supervisor's role should have been? What role did he/she actually take?

   If you cannot obtain permission to observe an agency meeting, write about a meeting that you attend as a club or committee member. Write about the effectiveness of the group leader (committee chairperson, club president, etc.).

2. Interview two supervisors or administrators. Ask each person what he/she sees as the difficulties that occur in communication at administrative meetings. What are the difficulties in having responsibilities "at both ends" (to peer or authority administrators as well as to subordinate department staff)? Is there a need for leadership at such meetings, or does the group function productively through spontaneity? Ask other questions of your own. Then summarize your information into a short oral or written report.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

   The student will submit evidence that he/she has held a supervisory or admistrative position in an agency, in which he/she was frequently and intensively involved in at least four kinds of administrative meetings. Evidence should bonsist of the following:

   a. A letter or telephone call from a peer supervisor or the director of the agency where the student worked. The letter or call should verify that the student held the specified position and was actively involved in the specified meetings.

b. A report by the student describing : 1) the position he held; 2) the meetings he attended and/or conducted; 3) how often the meetings were held; and 4) the kinds of actions he initiated in the meetings. The student's report should satisfy the instructor that the student was able to function effectively in the administrative meetings.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer such questions as the following:

a. Name three types of administrative meetings , the purpose of each, and the role of the TR Supervisor in each.

b. When presented with a list of statements and facts that apply to different kinds of administrative meetings, the student will correctly match 80% of the facts with their corresponding kind of meeting.

c. When presented with the goals and philosophy of an agency, and also presented with a specific problem issue, the student will list three possible solutions to the problem which are consistent with the agency's philosophy and goals.

d. When presented with a summary of the content of a fictitious administrative meeting, the student will decide what information would be appropriate to convey back to line-level TR staff, and what information should be kept confidential or "modified."

3. Action Demonstration of Competence as pre/post-test

This method of evaluation would be difficult to apply to this module. If the student is not already employed in an administrative or supervisory capacity, it is doubtful that he/she could suddenly arrange with an agency to become an active participant in administrative meetings. On the other hand, if the student is already administratively employed, then he would be functioning in a capacity that would allow him to demonstrate competence as a pre-test through the "present-a-package" method (See #1).

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Arrange to observe four different types of agency meetings. Prepare an oral report on two of these meetings.

2. Arrange to observe one type of agency meeting over a series of six consecutive sessions. Critique the meetings on the basis of purpose, accomplishments, and interdisciplinary cooperation.

3. Review the philosophy, goals and operational procedures for one therapeutic recreation department. Develop an outline explaining these. Share your outline with at least three students who reviewed different departments.

4. Choose your preferred setting of a therapeutic recreation department. Secure the agency goals and philosophy for a similar setting. Develop goals, philosophy, and operational procedures for your ideal therapeutic recreation department which are consistent with the agency goals and philosophy that you collected.

5. Observe a series of department meetings and related interdisciplinary meetings. Critique the effectiveness of the therapeutic recreator in interpreting his department's concerns to the agency and reporting relevant data back to his department.

6. With other students, role-play a problem-solving session around a predetermined issue. As a group, evaluate the session.

7. Participate as an active team member during several interdisciplinary meetings. Evaluate your effectiveness in representing your department.

8. Organize and run a department meeting around a particular concern or issue. Evaluate your effectiveness.

9. Present the philosophy, goals, and operational procedures of a recreation department to a panel of students playing the roles of members of different departments. Defend a request for more staff, increased budget, increased space, or some other need.

Supplementary Evaluative Criteria

1. On a written test, the student will develop a therapeutic recreation department philosophy, goals, and operational procedures consistent with an agency philosophy and goals presented to him. The writing must be approved by the course instructor.

2. On a written test, the student will identify at least four types of agency meetings, their purpose, the part that the recreation supervisor plays in each, and other departments and people involved and their roles in each type of meeting. All answers must be satisfactory to the course instructor.

3. During class, the student will report on a meeting which he observed with three (3) other students. The report should enable the class to understand what took place at the meeting, and how it is relevant to the recreation department. The report must be judged an accurate accounting by two of the three other students who observed.

4. The student will demonstrate his ability to report pertinent department data at an agency meeting to his own satisfaction and that of his supervisor.

5. Verbally, the student will defend the role of a therapeutic recreation department so that a majority of a panel of students feel that he has been successful.
6. The student will organize and run a department meeting around a specific issue or concern to his own satisfaction and that of his supervisor.

MODULE PACKET #7

GRANTSMANSHIP

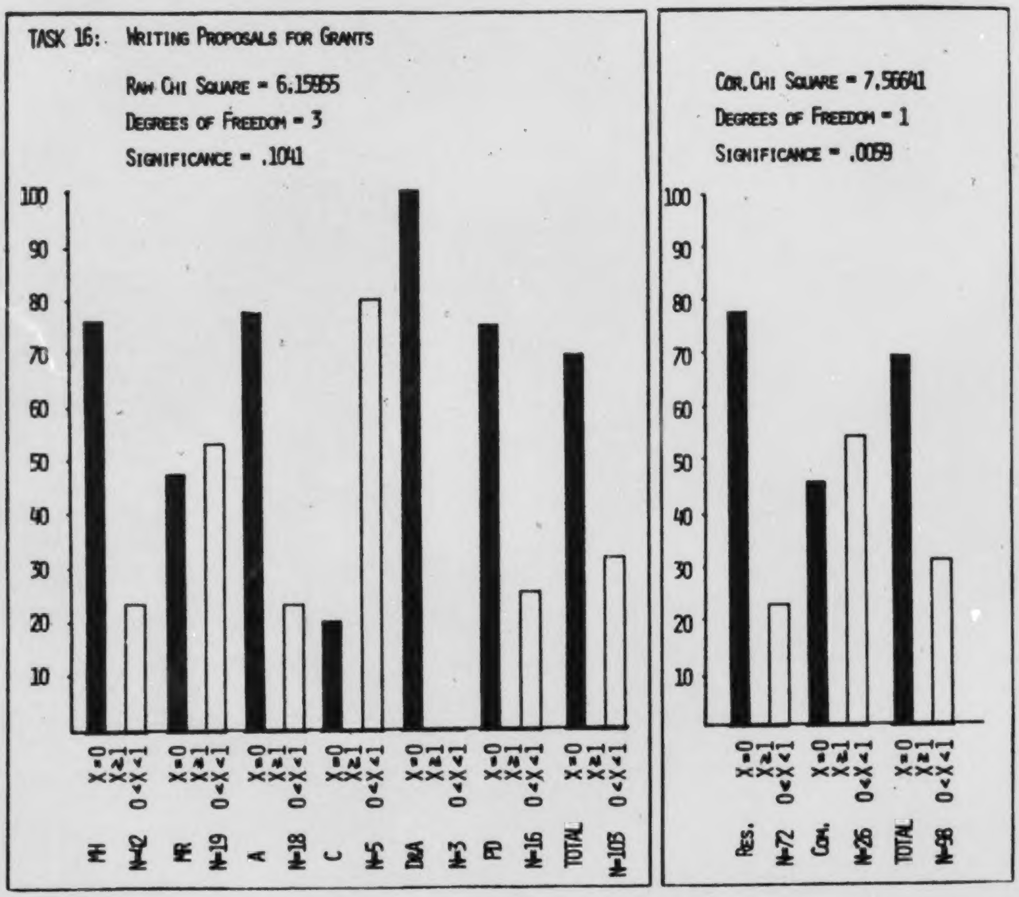
MODULE PACKET #7

I. MODULE TITLE: GRANTSMANSHIP

II. COMPETENCY IT RELATES TO:

Ability to identify funding sources and develop, write, and submit proposals for grants.

III. ANALYSIS AND DISCUSSION OF RELATED ORIGINAL TASK:



Results of the Job Task Analysis showed that 68.9% of all persons surveyed are never involved in writing grant proposals, while the remaining 31.1% are involved less than once a week. These figures were significant (.0059) for the Community vs Residential setting but not significant (.1041) with respect to disability grouping. Within the Residential setting, 77.8% are never involved while only 22.2% are involved less than once per week. Within the Community setting, approximately half (46.2%) of the sample are never involved and half (53.8%) are involved less than weekly. There are no persons involved at least once per week.

Grant staff were particularly concerned that such a high percentage (68.9%) of persons were never involved in writing grants. A possible inference would have been that grantsmanship is a competency not needed by the master's level practitioner in therapeutic recreation. However, since adequate funding is such a critical issue for many agencies, the above inference was rejected. It was assumed that, in contrast to the large number of uninvolved persons, grantsmanship is definitely an essential competency. It is likely that recreators do not write grants because they lack either the basic skills or the confidence to do so. Therefore, a module on this topic would be vitally important.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #7	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
11	0	0	OF CURRENT RECREATION TRENDS	3	3	4	IN DEVELOPING PROJECT IDEAS
11	1	1	OF TR FUNDING SOURCES	8	2	2	IN LOCATING TR FUNDING
9	2	0	OF GRANT-WRITING PROCESS	9	2	3	IN WRITING GRANTS
10	1	0	OF RESEARCH DESIGNS				
41	4	1	SUB-TOTAL FOR KNOWLEDGES	20	7	9	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	61	11	10	

As can be seen, responses to the Survey on Knowledges and Skills indicated that knowledges were best learned in the classroom, as were skills. When combined, knowledges and skills were felt to be best learned in the classroom by an approximately 75% margin (61 out of 82 responses).

V. CONTENT SUMMARY OF MODULE

For this module, it is important that the instructor have a clear understanding of grants and the grant process. If the course instructor does not feel comfortable with this topic, it would be advisable for him/her to invite another member of the Department to teach this module. Usually there is at least one faculty member who has been active in the grant process, although in general, grantsmanship may be the competency area that is least familiar to many instructors.

VI. LEARNING OBJECTIVES

1. The student will be able to identify potential funding sources, public and private, for a variety of service and research proposals.
2. The student will be able to discuss the various components and sections of grant proposals and identify techniques to increase the chances of funding.
3. The student will be able to develop a program or research idea into an organized, brief proposal or proposal outline, which adheres to appropriate guidelines.

VII. READINGS

1. Consultation: Enhancing Leisure Service Delivery to Handicapped and Youth. National Recreation and Park Association, 1977. pp. 121-160.
2. Kraus, Richard G. and Curtis, Joseph E. Creative Administration in Recreation and Parks. Saint Louis: The C.V. Mosby Company, 1977. pp. 228-229.
3. Lutzin, Sidney G. and Storey, Edward H.: editors. Managing Municipal Leisure Services. Washington, D.C.: International City Management Association (1140 Connecticut Avenue, N.W.), 1973. pp. 76-79 and 216.

4. Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration. Reston, Virginia: Reston Publishing Company, Inc., 1976. pp. 252-255.

5. White, Virginia P. Grants: How to Find Out About Them and What to Do Next. New York: Plenum Press, 1975.

VIII. AUDIO-VISUAL MATERIALS

No films were found that are applicable to this module. However, an excellent visual and tangible reference would be an actual grant proposal that was prepared by the Recreation Department at the University where the course is being taught. A grant is a complex item to understand without ever having seen one.

IX. PARTICIPATORY ACTIVITIES AND EXERCISES

1. Students will meet in study groups and peruse copies of a prepared grant. They will note what major sections are included and discuss the purpose of each section. They will also look closely at the budget request sheet and the projected time-line and discuss how adequate or realistic the figures and dates seem.

2. Students will meet in study groups after having read about different foundations and grant sources. Each group will list five possible program or research proposal topics, and each will exchange its list with another group. Each group will then suggest funding sources that might be appropriate to the proposal topic listed. Groups should discuss why the sources might be applicable to the topics.

X. HOMEWORK ASSIGNMENTS

1. The student will consult various references to identify public and private sources of grant funds. The student will compile a reference list of ten public departments and ten private agencies or foundations that award funds to projects related to recreation or social fields. For each agency, the student should list the current address and phone number for obtaining information and guidelines.

2. Each student will write an abbreviated grant proposal on a research or program idea of his/her choice. The paper should not exceed 5 typed pages and should include sections on - 1) justification for the project (statement of need); 2) the purpose and intent of the project; 3) description of proposed project activities; 4) a proposed time-line for the duration of the project and 5) a proposed budget for the project.

   The instructor will grade the grants on their clarity, conciseness and thorough coverage of each area.

XI. EVALUATIVE METHODS

1. Present-a-package (oral or written) - used as a pre-test

   The student will present verbal or written evidence to confirm that he/she has successfully been involved in the development and submission of actual grant proposals. The evidence should include the following:

   a. A letter or telephone call from the supervisor at the agency where the student was involved in grantsmanship. The letter or call should verify that the student was extensively involved in the grant production, and in what ways in particular.

   b. A copy of an actual grant which the student had a major role in preparing and submitting.

   c. A summary report of what agency received the proposal, what the purpose or goal of that agency was, whether or not the grant was funded, and what difficulties were encountered in writing the grant.

2. Demonstration of Knowledge (oral or written)
   - used as a pre- or post-test

   The student will present evidence, orally or in writing, that he/she understands the important principles of grantsmanship, even though he/she has not actually written and submitted a grant. To present evidence, the student will answer the following questions:

   a. Name six public and six private agencies or departments that have potential for funding recreation-related projects. For each agency, tell what kinds of programs it funds.

b. List and discuss the major sections that will be included in a grant proposal. Identify the kinds of information that should be covered in each section.

c. Write a modified version of a grant proposal, approximately five typed pages. Include sections on 1) justification of need; 2) purpose of project; 3) projected activities; 4) time-line; and 5) proposed budget.

3. Action Demonstration of Competence - used as a post-test

The student will arrange to write and submit a grant proposal for an agency that sponsors therapeutic recreation. The student will develop the project idea with the agency and gain their approval before writing the grant. The agency should accept responsibility for administering the project, if it is eventually funded.

To complete this post-test, the student must submit one copy of the grant to the recreation agency; one copy to the appropriate funding agency; and one copy to the course instructor.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Visit the library and peruse the Handbook of Grant Foundations. List the names and address of ten foundations and write a short paragraph on each, discussing the kinds of recreation programs they might fund. Share the reports in class.

2. Locate and read three sources on grants and proposals. Write a one-page summary of the content and possible applications to the recreation field.

3. Write a letter to two federal cabinet departments requesting information on the kinds of grants they sponsor, the procedures for application, and any specific legislation relative to recreation. Make copies of your replies, and start a file of information.

4. Choose a handicapped population, select a hypothetical program, and write a clear, concise proposal incorporating program objectives, justifications, description of activities, and budget projections.

5. Choose a partner in your study group and role-play a discussion between a federal grant officer and a recreation director trying to explain and justify a proposed program.

6. Form study groups for various categories of budget proposal expenses. For example, create separate groups to study sports equipment, music and craft supplies, travel costs, office equipment, land acquisition and construction costs, and building rental or purchase fees. Have each group obtain detailed information on their category from at least six sources such as personal interviews, mail order catalogs, and newspaper advertisements. Each group should report orally to the class on what sources they used, how they found out about these sources, and what the actual costs totaled for specific items.

7. Interview various federal, state, county, and private authorities on grant requests. Discern and clarify the procedures for submitting grant proposals to their respective agencies. Share this information in a class discussion.

Supplementary Evaluative Criteria

1. When presented with a list of 3 federal cabinet departments, the student will choose 2 and correctly name the various bureaus and offices under them that are relevant to recreation. The student will discuss on paper the types of programs funded by each and will list at least five specific acts of legislation currently in effect that relate to therapeutic recreation.

2. When presented with the name of governmental or private agencies, the student will outline the procedure he would use to develop and submit a specific proposal. The outline should extend from the time the project idea was first conceived to the moment the grant has been mailed to its appropriate place. The outline must be judged acceptable by 2 out of 3 graduate students who have already passed this module.

3. When presented with a specific recreation program and handicapped population, the student will list ten public or private agencies that could be contacted for possible grant support.

4. The student will participate in a mock grant interview with 3 graduate students who represent a federal department. The student must justify a hypothetical proposal to the satisfaction of 2 of the 3 students.

5. When presented with 15 items associated with grant proposals, the student will define 12 to the satisfaction of the course instructor.

6. When presented with a hypothetical 3-year project idea, the student will write 3 pages describing the components he would schedule for each year. He will write another 3 pages itemizing predicted expenses and determining a total budget request for each year. This task must be judged satisfactory by the course instructor, who will be assessing primarily how realistic the timeline and budget are.

MODULE PACKET #8

PUBLIC RELATIONS

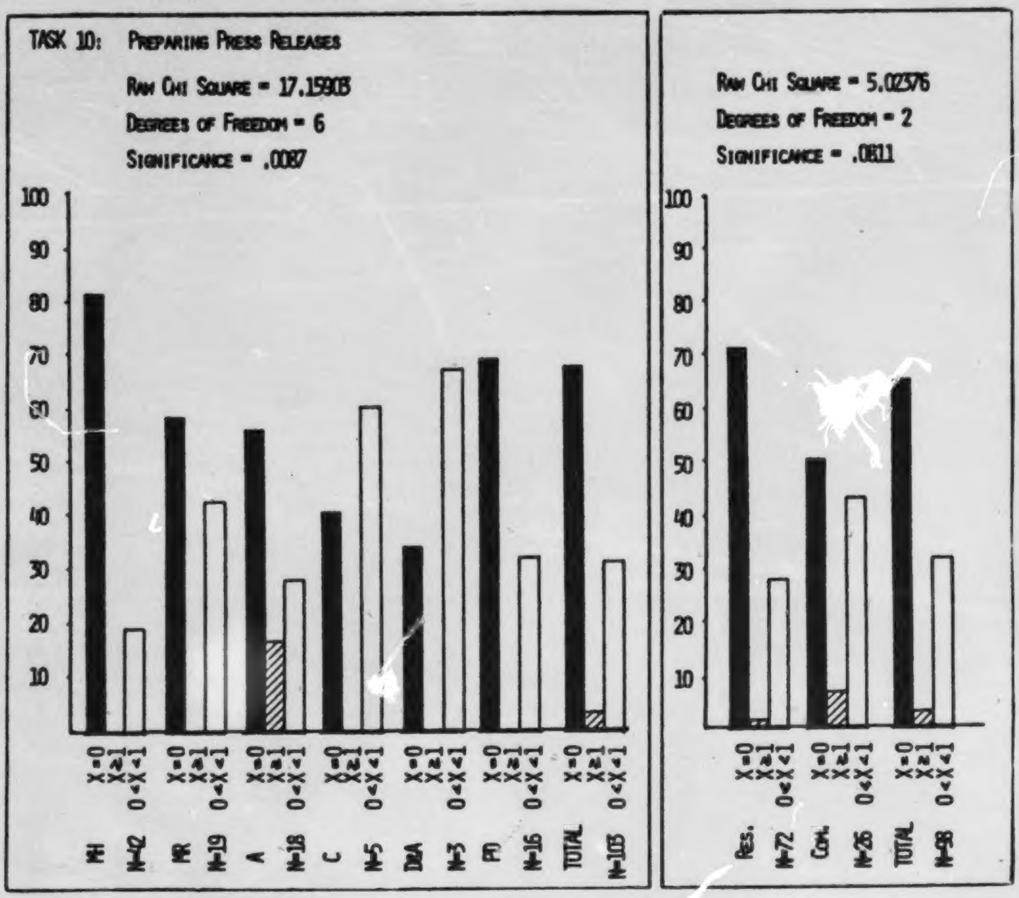
MODULE PACKET #8

I. MODULE TITLE: PUBLIC RELATIONS

II. COMPETENCY IT RELATES TO

Ability to utilize public relations to enhance therapeutic recreation programs.

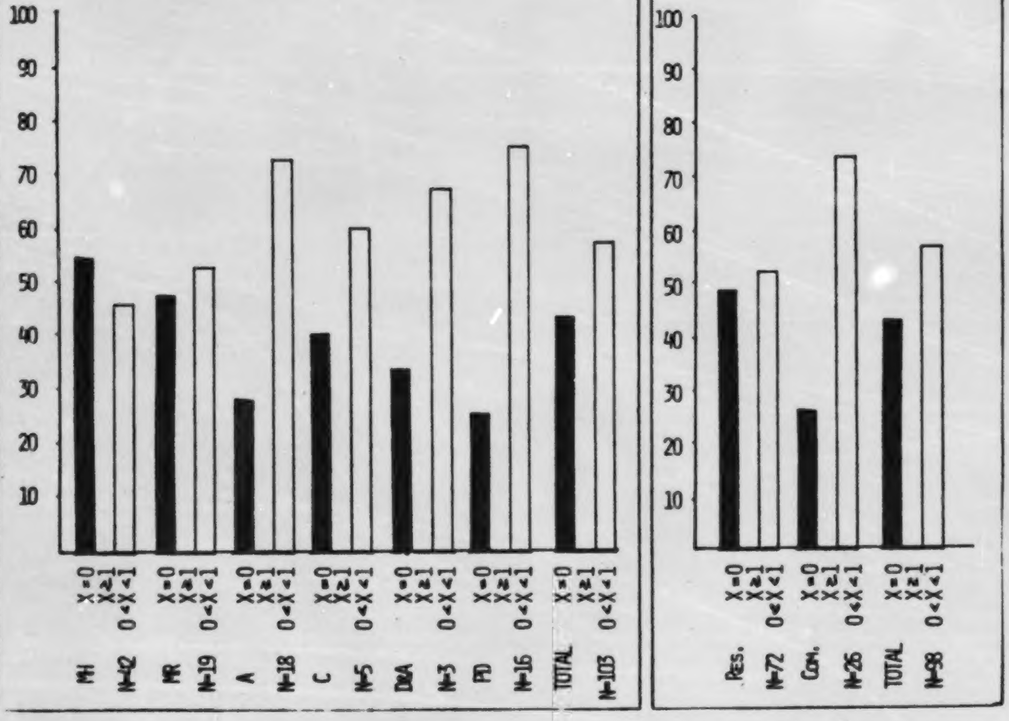
III. ANALYSIS AND DISCUSSION OF RELATED ORIGINAL TASKS



TASK 40: SPEAKING TO COMMUNITY GROUPS

RAW CHI SQUARE = 6.32870
DEGREES OF FREEDOM = 3
SIGNIFICANCE = .0967

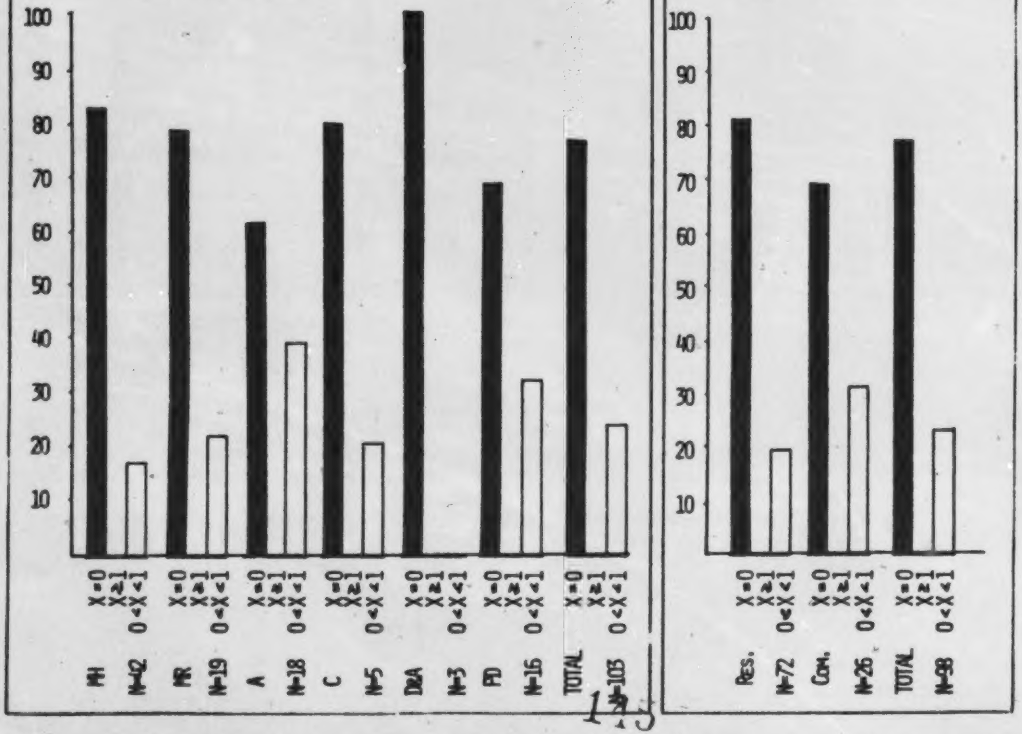
COR. CHI SQUARE = 2.83674
DEGREES OF FREEDOM = 1
SIGNIFICANCE = .0921



TASK 42: CONDUCTING COMMUNITY EDUCATION PROGRAMS

RAW CHI SQUARE = 3.95156
DEGREES OF FREEDOM = 3
SIGNIFICANCE = .2667

COR. CHI SQUARE = .83188
DEGREES OF FREEDOM = 1
SIGNIFICANCE = .3617



The three original tasks relating to public relations were "preparing press releases;" "speaking to community groups;" and "conducting community education programs." Of these tasks, there was significance (.0087) only for "preparing press releases" with respect to disability grouping. Of respondents from Mental Health, 81% never prepared press releases, while 19% prepared releases less than weekly. In Mental Retardation, 57.9% never were involved, while 42.1% were involved less than weekly. In Physical Disabilities, 68.8% never prepared press releases while 31.3% prepared them less than weekly. There were no respondents in the above three disability categories who were involved with press releases at least once per week. However, of respondents from Aging, 16.7% were involved at least once per week; 27.8% were involved less than weekly; and 55.6% were never involved with press releases.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #8	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
9	1	1	OF PURPOSE OF PUBLIC RELATIONS (PR)	0	6	6	IN INTER-AGENCY COOPERATION
11	0	0	OF PR PRINCIPLES	5	4	4	IN COMMUNICATING
8	2	1	OF PARLIAMENTARY PROCEDURE	4	3	4	IN WRITING NEWS RELEASES
3	6	1	OF GOVERNMENT FUNCTIONS	2	5	5	IN FUND RAISING
3	6	2	OF COMMUNITY SERVICES	2	4	6	IN CONDUCTING MEETINGS
8	4	0	OF COMMUNITY ASSESSMENT METHODS	6	3	3	IN USING AUDIO-VISUAL AIDS
9	2	0	OF PUBLIC MEDIA				
7	2	2	OF COMMUNITY SURVEY TECHNIQUES				
8	3	1	OF WRITING AND SPEAKING				
66	26	8	SUB-TOTAL FOR KNOWLEDGES	19	25	28	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	85	51	36	

Respondents felt that knowledges for the public relations competency were best learned in the classroom (66 responses), as compared with learning them in a field practicum (26 responses) or on the job (8 responses). There was not a clear distinction as to where skills were best learned. Responses on the acquisition of skills were: in class - 19; field practicum - 25; and on the job - 28.

V. CONTENT SUMMARY OF MODULE

This module encompasses lecture, discussion, readings, and exercises to help students understand the importance of public relations, and become aware of the techniques they will need to explore and perfect in their field experiences and actual job situations.

According to the grant survey on knowledges and skills, public relations skills are best learned through "in-class" participation by a 3:1 margin over "field practicum" and "on-the-job" experiences combined. Knowledges were rated as being learned primarily "in-class". Therefore, a substantial body of information as well as some preliminary practice should be coordinated during the class period.

VI. LEARNING OBJECTIVES

1. The student will be able to discuss the purpose and principles of public relations.
2. The student will be able to assess public attitudes toward the handicapped and therapeutic recreation programs, and thereby determine public relations needs.
3. The student will be able to identify, locate, and utilize the potential community resources that can be supportive of TR service efforts.
4. The student will be able to list a variety of communication media and public relations tools and techniques and discuss the potential strengths and weaknesses of each.

VII. READINGS

1. Lutzin, Sidney G., editor, and Storey, Edward H., associate editor.
   Managing Municipal Leisure Services. Washington D.C: International City Management Association, 1973, pp. 109-122.
2. Kraus, Richard G. and Curtis, Joseph E. Creative Administration in Recreation and Parks. Saint Louis: C.V. Mosby Company, 1977. pp. 234-260.
3. Reynold, Jesse A. and Hormachea, Marion N. Public Recreation Administration. Reston, Virginia: Reston Publishing Company, 1976. pp. 372-391.

VIII. AUDIO-VISUAL MATERIALS

1. Film "These People" produced by : Horizon House Institute for Research and Development

   5555 Wissahickon Avenue
   Philadelphia, Pennsylvania
   (215) GE8-8200

   Film loaned for small fee. Film explores the attitudes of community residents towards deinstitutionalization and mainstreaming of the mentally ill into neighborhood residences. This topic has important implications for public relations.

2. Transpariences for overhead projector, to be constructed from the outline of information on the following three pages.

Public Relations

I. **Definition:** Public relations may be defined as all that one does (words, acts, feelings, gestures, attitudes projected), as a representative of some organized group, that influences persons favorably or unfavorably towards that organization.

Foundation: Strong personal, working relationships with members of various publics.

II. Purposes of PR

1. Informative: help people understand policies, programs, services, changes, values.
2. Ameliorative: correct mistakes, explain misunderstandings, eliminate negative attitudes.
3. Cooperative: enlist and give assistance to groups and individuals, make professional resources available.

III. Functional Terms for PR

clarify, interpret, disseminate, react, inform, educate, change, modify, advise, cooperate, define, illuminate, etc!

IV. Scope of PR - various publics

1. Consumer relations (patients, clients)
2. Immediate public opinion (other departments in the agency)
3. Community relations (neighborhoods, parents, taxpayers, block associations, clubs)
4. Government relations (city council, mayor's office for the handicapped)
5. Business relations (equipment distributors, service providers)

V. Methods, Techniques, Devices for PR

1. Verbal-Audio-Visual Communications
   radio, TV, news media, movies, public speeches, sermons, leaflets, flyers, brochures, questionnaires, interviews, calendars, posters, bulletin boards, guest appearances

2. Group Action Communications
   study & discussion groups, conferences, forums, assemblies, committees, town meetings, clubs, lodges.

3. Dramatic Communications
   celebrations, parades, contests, parties, special events, tours, field trips.

VI. General Enhancers to all PR

1. Make sure that own personal speech, behavior, and appearance are assets to your purpose.
2. Develop traits that inspire confidence by others in what you do or say.
   (be dependable, reliable, honest, professional)
3. Initiate and maintain the best possible program.
4. Communicate with others in ways that convey your purpose on a level and within a framework that is appropriate to their understanding.
5. Gain support of people in key positions, possibly by involving them in the program.
6. Since you are asking for support from others, be ready to support their worthy purposes and projects in return.

VII. Steps in Salesmanship

1. Be sold personally on the product.
2. Study the customer. His special interests are the weakest part of his resistance.
3. Decide on your approach: what you will say or do, how, in what order.
4. Select time and place for sale that are most advantageous.
5. **Sale** - lead person to make decision in favor of your purpose.

VIII. Public Relations in Therapeutic Recreation

A. In - House Concerns

   1. Therapy Status - rec. therapist as a member of the treatment team, rec. therapy as a vital part of the treatment process.

   2. Service Support - getting other departments to support your program.

   3. Inter-departmental Cooperation - sharing facilities and responsibilities.

   4. Client Relations

B. Community Concerns

   1. Discharge and re-integration in the community
      a. Independence training
      b. Leisure counseling
      c. Volunteer job placement
      d. Housing placement

2. Community attitudes, acceptance
    a. Zoning legislation, referendums
    b. Recreational outings, social trips

3. Fundraising

4. Client Attraction

5. Educational Cooperation

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

A. Role-Playing Situations

1. A residential mental health facility would like to open a small transitional group home for clients who are being discharged but are not yet ready to live independently. A suitable location has been chosen by a committee representing each department of the mental health facility that would be involved with the new home, but the neighborhood homeowners are alarmed and resistive. Especially the representative from the Therapeutic Recreation Department realizes that good relations with the neighbors will be essential for integrating clients into community activities and leisure pursuits.

   Role-play a "neighborhood meeting" called for the purpose of expressing concerns and (hopefully) alleviating tension and eliciting cooperation so that the group home project can proceed.

   Roles to be played should include irate neighbors, sympathetic and supportive neighbors, representatives from the mental health facility (recreation therapy supervisor, hospital administrator, public relations director), and other individuals the mental health facility might invite, such as a resident of a neighborhood where a group home is operating smoothly.

2. At a large State Hospital for the mentally ill, the Recreation Therapy Department has been experiencing increasing resistance to its activities. Nurses and aids do not bring clients to activities. They fail to announce the special events of the day at floor meetings. They "forget" to get doctors' orders so that patients can attend recreation outings.

   Role-play a meeting called by the Recreation Director for all nursing service personnel. The purpose of the meeting is to improve relations and enhance cooperation between the two departments.

   Attending the meeting should be the Recreation Director and Nursing Supervisor, and various recreation therapists, nurses, and aides.

B. Group Activities

1. On the following page is a simulated letter that might have been written by the mother of a teenage patient at a private psychiatric institution. It was sent to the Hospital Administrator, who has referred it to the Recreation Therapy Director.

Simulated Letter

Dear Madam Administrator,

My 16 year old son is a patient at your hospital on the Adolescent Unit. He is not disturbed like many of the young people up there (the ones who take drugs and smoke marijuana). He is merely depressed and exhausted from working too hard. He's always been such a good boy - on the honor roll, part-time job after school. It's no wonder he needs a rest.

And that's just the problem! Your Recreation Program is keeping him from regaining his strength! Every time I visit, he is begging to sleep and be left alone, but some young man comes and drags him off to the movies or to play volleyball. When I call to see how he's doing, his speech is slurred and he's so tired that he can't talk straight. I tell him to go rest like a good boy, but he says he can't because he has a pottery class to attend!

Now I'm paying $150/day to have my little boy get the rest and care he needs. He has college entrance exams in two weeks and a very important violin recital the week after that. His father would be heartbroken if our son were too ill to perform. I'm sure that with a good rest, the boy would be back to his old self in a few days.

I demand to know who runs that foolish Recreation Program and why they insist on forcing their activities on a poor tired child who merely needs some relaxation. I can understand it for the other patients who are obviously high from smoking heroin. But my son is not like them. I will be waiting for your answer.

Sincerely,

Mrs. Lucretia Lombard

PARTICIPATORY EXERCISES AND ACTIVITIES (continued)

Students should meet in small groups and draft a letter of reply to the mother. Replies should be read aloud, and the entire class should discuss the strengths and weaknesses of each.

2. On the following page is a report describing a fictitious incident that could have occurred within the scope of a Therapeutic Recreation program.

   Students should meet in small groups and prepare a statement to be released to the press the morning following the incident. The statement will be issued by the Director of Therapeutic Recreation Programs at Brotherly Love Recreation Department.

   Each group will then read their prepared statement, and the class will discuss the strengths and weaknesses of the public relations aspects of the statements.

Fictitious Incident

Date of Incident: April 25, 1976

Time of Incident: 7:06 p.m.

Location: John F. Kennedy Swimming Pool
1733 Presidential Street
Brotherly Love, Pennsylvania

Program Jurisdiction: Brotherly Love Recreation Department

WASP Program (Water Activities for Special Populations)

WASP is a 10-week program to provide swimming instruction and water games for blind, deaf, and partially paralyzed children aged 5 - 12.

Name of Victim: Tony Rigley
Age: 6 years, 7 months
Disability: Totally blind since birth.

Description of Incident:

There were 50 children in the pool, 5 leaders from Brotherly Love Recreation Department, and 2 lifeguards. Group was engaged in watergames when leader Mary Moore noticed Tony floating face down and screamed to lifeguard John Woods. John was wearing a jacket and wristwatch which he began to hurriedly take off. Meanwhile, Mary dove into water and pulled Tony out. John performed artificial respiration on the deck while Mary called ambulance. Other lifeguard was not present during incident. She was putting money in her parking meter.

Situation now: Tony is in Intensive Care Ward now at Metropolitan Hospital. He had stopped breathing prior to artificial respiration and may have suffered irreparable brain damage. He is still unconscious and may die or possibly be a vegetable.

Other facts:

1. Tony has a sister who was killed in a car accident four years ago.
2. Tony's father is a construction worker who doesn't know how he will pay the hospital bills.

Fictitious Incident (continued)

3. The lifeguards are Recreation majors at Brotherly Love University. They are both 20 years old.
4. One lifeguard, Karen Collins, had been to a party right before she came on duty and there was alcohol served at the party.

X. HOMEWORK ASSIGNMENTS

1. Students should speak with a staff member at a facility involving therapeutic recreation. The staff member should be one who is actively involved in public relations. Students should ask questions about the methods and techniques of PR employed by the staff member, and especially ask questions about problems in PR and their possible solutions.

2. The "Group Activities" listed under Section VII (Participatory Exercises) could also be done individually by students as homework assignments. That is, students could each draft a reply to the letter from the irate mother (see page 140), or they could each prepare a news release concerning the incident on pages 142-143.

XI. EVALUATIVE METHODS

1. Present-A-Package; oral or written; PRE-TEST

   The student must present evidence of public relations that he/she has designed and implemented in a work setting. Evidence should include such items as newspaper articles written, brochures and publicity material created, meetings and campaigns organized, and speeches presented. Also, the student should submit letters of verification from agencies in which the public relations work was done.

2. Oral Demonstration of Knowledge; Pre/Post Test

   The student will discuss public relations with the course instructor or other appropriate faculty. The student will answer questions about the purpose and functions of PR, methods and techniques to be implemented, problem to be anticipated and possible solutions, and other PR topics which have been articulated. Students should be able to discuss all content areas in depth.

3. Action Demonstration of Competence; Pre/Post Test

   The student will arrange to conduct a public relations activity or project at a recreation facility. He/she will set goals for the project and articulate a plan for achievement of those goals.

   At the conclusion of the project, he will be evaluated by himself and the agency staff person supervising the activity.

XII. SUPPLEMENATRY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Visit or write an advertising or other public relations agency to obtain information on the importance of PR activities to any organization.
2. Obtain the Greater Philadelphia Publicity Guide. Review contents and procedures for press releases.
3. Review a handout on parliamentary procedure and conduct mock meetings in the study group settings.
4. Use a variety of resources (directories, visitations, dialogue) and establish a file of descriptive material on at least 6 community/civic groups who may indicate interest in services to the handicapped.
5. Investigate the procedure for being interviewed on any local radio or TV talk program.
6. In his study group, the student will list a variety of fund-raising activities and jointly plan a hypothetical one for an agency of choice.
7. Review resource material on both writing business letters and telephone etiquette.
8. Students will role-play proper telephone etiquette in their study groups.
9. Attend a mini-workshop on audio-visual aids.
10. Talk with 2 or 3 people in the community (minister, school teacher, librarian, neighbors) to assess community understanding of handicapped or mentally ill individuals. Report findings in 2 to 3 pages.
11. In groups, brainstorm methods of developing and maintaining both inter-agency and community relations. (e.g. participate in community activities, publicize in community paper, hold open-house for community and other agencies to attend special events.)

Supplementary Evaluative Criteria

1. In a planned debate situation, the student will be able to defend the importance of establishing good public relations practices. The student will highlight the advantages of at least six different techniques, practices, etc.

Supplementary Evaluative Criteria (continued)

2. In an in-service training role-playing situation, the student will be able to outline and explain at least 3 of the basic principles of public relations.

3. The student will conduct an actual meeting, outside of class, (student associations, volunteer group, on the job) utilizing parliamentary procedures.

4. Given a list of communication media, the student will give examples of how 80% of them can be utilized.

5. Given a hypothetical special event to publicize, the student will develop and type a press release in submittable form.

6. Given a role-playing situation, the student will observe and critique communication techniques of fellow classmates.

7. Given a list of community/civic organizations, the student will be able to report on a minimum of three in relation to their support of or involvement in recreation programming for the handicapped.

8. Given an assigned meeting or program outside of class, the student will be responsible for operating the Audio-Visual aids.

9. Given a neighborhood to study, the student will investigate and report findings from at least six local community agencies as to involvement of the handicapped in their programs.

MODULE PACKET #9

INTER-AGENCY COORDINATION

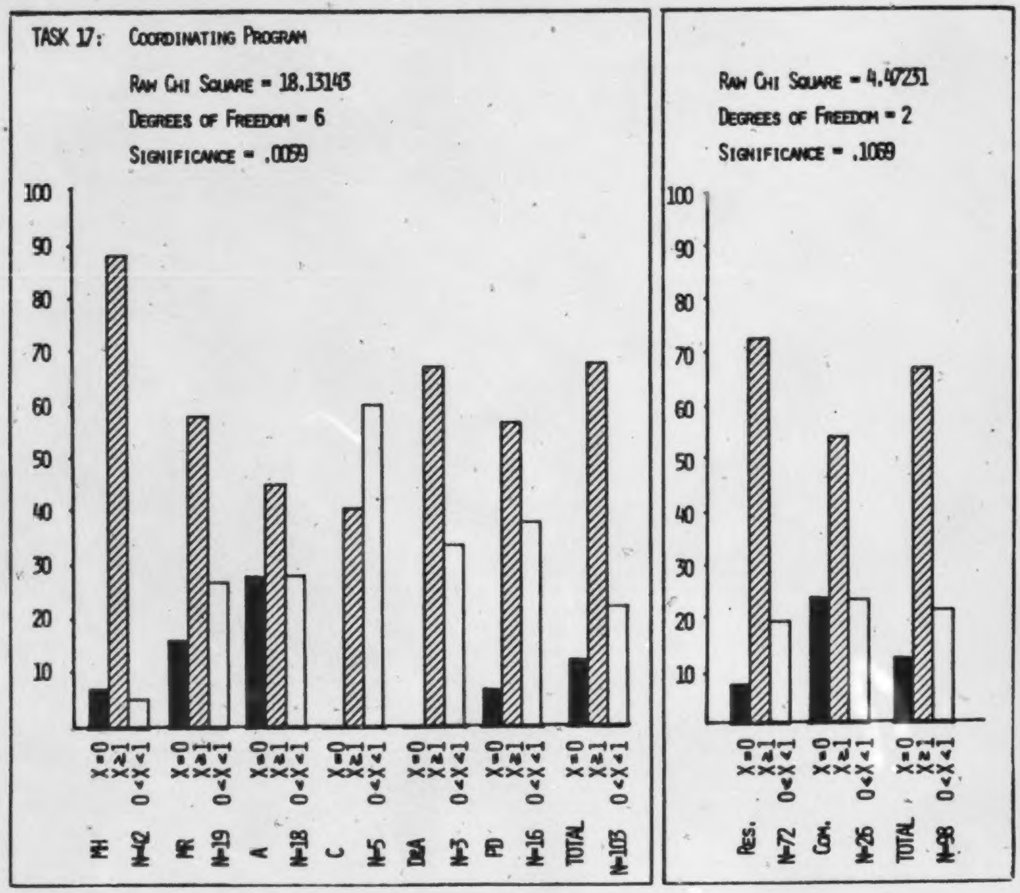
MODULE PACKET #9

I. MODULE TITLE: INTER-AGENCY COORDINATION

II. COMPETENCY IT RELATES TO:

Ability to facilitate and promote inter-agency coordination.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASK



The task "coordinating program" was significant (.0059) with respect to disability grouping. Of persons working in Mental Health, 88.1% were involved in program coordination at least weekly, while 4.8% were involved less than weekly, and 7.1% were never involved. Of respondents from Mental Retardation, 57.9% coordinated programs weekly, while 26.3% did so less than weekly, and 15.8% never coordinated programs. Of respondents in Aging, 44.4% were involved at least once per week, while 27.8% were involved less than weekly, and 27.8% were never involved. Finally, 56.3% of persons working in Physical Disabilities coordinated programs once or more per week, while 37.5% did so less than weekly, and 6.3% never coordinated programs.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #9	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
5	3	2	OF CIVIC PRIDE	1	3	7	IN PROMOTING COOPERATION
8	1	3	OF MAINSTREAMING CONCEPT	1	5	5	IN COORDINATING FACILITIES
5	5	2	OF COMMUNITY RECREATION NEEDS				
2	4	5	OF INTER-AGENCY ADMINISTRATION				
2	5	4	OF INTER-AGENCY PROBLEMS				
22	18	16	SUB-TOTAL FOR KNOWLEDGES	2	8	12	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	24	26	28	

Respondents felt that the knowledges for this competency were best learned in the classroom, while the skills were best learned on the job. Response totals for knowledges were: class - 22; practicum - 18; and job - 16. Category totals for skills were: class - 2; practicum - 8; and job - 12.

V. CONTENT SUMMARY OF MODULE

This module addresses the coordination of all the various kinds of community agencies that may provide programs or services for clients. Such agencies would include service organizations, social and welfare agencies, public offices, non-profit clubs, schools, etc. In order for clients to be thoroughly integrated into the community, the recreation professional may need to initiate contacts, solicit services, and justify needs to agencies with potential for providing assistance. This module involves the knowledge and skills for such coordination.

VI. LEARNING OBJECTIVES

1. The student will be able to discuss the importance of community services and the significance of mainstreaming and normalization for clients.

2. The student will be able to compile and maintain organized files of community resources, facilities, and programs in order to maximize services without duplication of effort.

3. The student will be able to describe the formal chains of command existing within agencies, including links to higher levels and wider territorial domains.

4. The student will be able to analyze conflicts between agencies and identify action strategies for their alleviation.

VII. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972. pp. 157-166.

2. Kraus, Richard G. and Curtis, Joseph E. Creative Administration in Recreation and Parks. Saint Louis: The C.V. Mosby Company, 1977. pp. 234-261.

3. Kraus, Richard. Therapeutic Recreation Service. Philadelphia: W.B. Saunders, 1978. pp. 315-340.

4. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia: Lea and Febiger, 1975. pp. 51-75.

5. Stein, Thomas A. and Sessoms, H. Douglas. Recreation and Special Populations. Boston: Holbrook Press, Inc., 1973. pp. 45-63.

VIII. AUDIO VISUAL MATERIALS

The following three films, all available through the company listed, may be useful to this module:

1. No Place Like Home
2. Like Other People
3. I'm Not What You See

Available through:

CBC
34th Floor
245 Park Avenue
New York, New York 10017

IX. PARTICIPATORY EXERCIES AND ACTIVITIES

1. Students will play the roles of directors of Agency A and Agency B. Agency A has provided a summer day camp for the last two summers for retarded children. Agency B now wants to offer an overnight camping experience for all types of handicapped children, which might include some of the retarded children if they choose that experience instead of, or in addition to, Agency A's camp. Agency A is angry and anxious that Agency B is duplicating services and "stealing" clients. Agency B feels their service is basically a different type of camp, and that even if it weren't, it will give children more choice.

   A third student will play the role of an inter-agency coordinator, who has called the agency directors in for a meeting to alleviate the tension and promote better relations. The three students will role-play such a meeting. Then classmates will discuss the strengths and weaknesses of the "coordinator's" efforts.

2. Students will meet in study groups. Each group will pretend that they represent a team of inter-agency coordinators. They will list various techniques and strategies they might use to promote overall cooperation and good relations among agencies. For example, one technique might involve sponsoring a city-wide, inter-agency day for recognition and socialization.

X. HOMEWORK ASSIGNMENTS

1. Each student will compile a list of thirty community agencies that might provide programs or services for handicapped clients. The list should include the name of each agency, its address, and the kinds of services it could provide.

2. The student will interview a director of a public recreation department to ask him/her what kind of community agencies they cooperate with to provide services and programs for the handicapped. The student will ask what techniques the director uses to enhance cooperation and what difficulties have been encountered in coordination of efforts.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

   The student will present evidence that he has had extensive involvement in inter-agency coordination, through a position in recreation. Evidence should consist of the following:

   a. A letter or telephone call from a director or supervisor of the agency in which the student worked while involved in inter-agency coordination. The letter or call should verify the length of employment and depth of involvement of the student.

   b. A report by the student describing the position he held, the tasks he performed, and the successes and difficulties he encountered. The report should include what agencies he worked with and the strategies he used for coordination. The report should convey to the course instructor that the student has functioned satisfactorily in inter-agency coordination.

2. Demonstration of Knowledge (oral or written) as pre/post-test

   The student will answer such questions as the following:

   a. Discuss the importance of the concepts "mainstreaming" and "normalization" for handicapped clients. Discuss the role of community services in the goals of mainstreaming and normalization.

   b. When presented with a list of 20 community agencies, the student will identify the types of programs or services that each agency could offer to handicapped clients.

c. When presented with a case description of a disagreement between two community agencies, the student will list and discuss three (3) techniques he might utilize to resolve conflict and promote smoother relations.

d. The student will list five (5) techniques he might utilize to promote cooperation and public relations among community agencies. The student will write from the viewpoint of a community coordinator or liason.

3. Action Demonstration of Competence as pre/post-test

The student will arrange to assume a position where he/she can become actively and extensively involved for at least four months in inter-agency coordination. The position could be a paid, volunteer, or committee position. The student will keep a record of the agencies he/she becomes involved with, the techniques of coordination he utilizes, and the successes and difficulties he encounters. Throughout the four months, the course instructor will discuss the student's efforts with him, and the instructor must affirm that the student has performed satisfactorily at the end of the time period.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Participate in values clarification sessions designed to help the student recognize the significance and impact of personal values on his/her behavior (choices of life style, recreation, occupation, friends, interaction patterns, etc.).

2. Using sociological and demographic references, design a grid on which you can record indicators of mores and value systems within a community and within individuals. Present the grid in class for discussion and critique.

3. Within a circumscribed local community, visit individuals, businesses, and agencies and record observations about mores and value systems on a grid that you have designed. Prepare a brief report based on your observations.

4. Compile a file of agencies which could potentially provide services or resources to clients within the local area. Cross-reference the list with regard to services, location, criteria for their use, etc.

5. Using prepared descriptions of inter-agency situations, work in small groups, role-playing the following situations:

   a. initial contacts with agencies

   b. setting up a program for a client

   c. problem identification

   d. problem resolution

   This activity may be enhanced by further discussion and critique.

6. Using simulated or real case material, the student will visit at least two or more locally based agencies potentially useful to clients and discuss with the administration or appropriate staff persons ways of implementing a coordinated program for the client. Following this discussion, the student should prepare a written report including:

   a. goals for the client;

   b. the 2 or more agencies whose services might help the client;

   c. the ways in which those services might be used;

   d. a schedule for implementing the client's use of the services;

   e. a description of the communications, procedures, and patterns to be used (both formal and informal) between agencies and between client and agencies.

Supplementary Evaluative Criteria:

1. Given descriptions of 5 different clients' behavior in written vignettes, the student will be able to indicate for each of 4 at least one prevailing value system which would influence the way the client could make good use of agency resources. The student's answers must be judged satisfactory by the course instructor.

2. As a take-home assignment, the student will produce a valid, cross-referenced file of community agencies with addresses, phone numbers, names of contact persons, and services or resources available. This list should contain at least 20 agencies.

3. In a written paper, the student will describe the meaning of normalization for clients and outline two case histories with goals and considerations for normalization within their lives, and suggestions for use of coordinated community agencies to meet those goals. The paper must be acceptable to the course instructor.

MODULE PACKET #10

CONSULTATION

I. MODULE TITLE: CONSULTATION

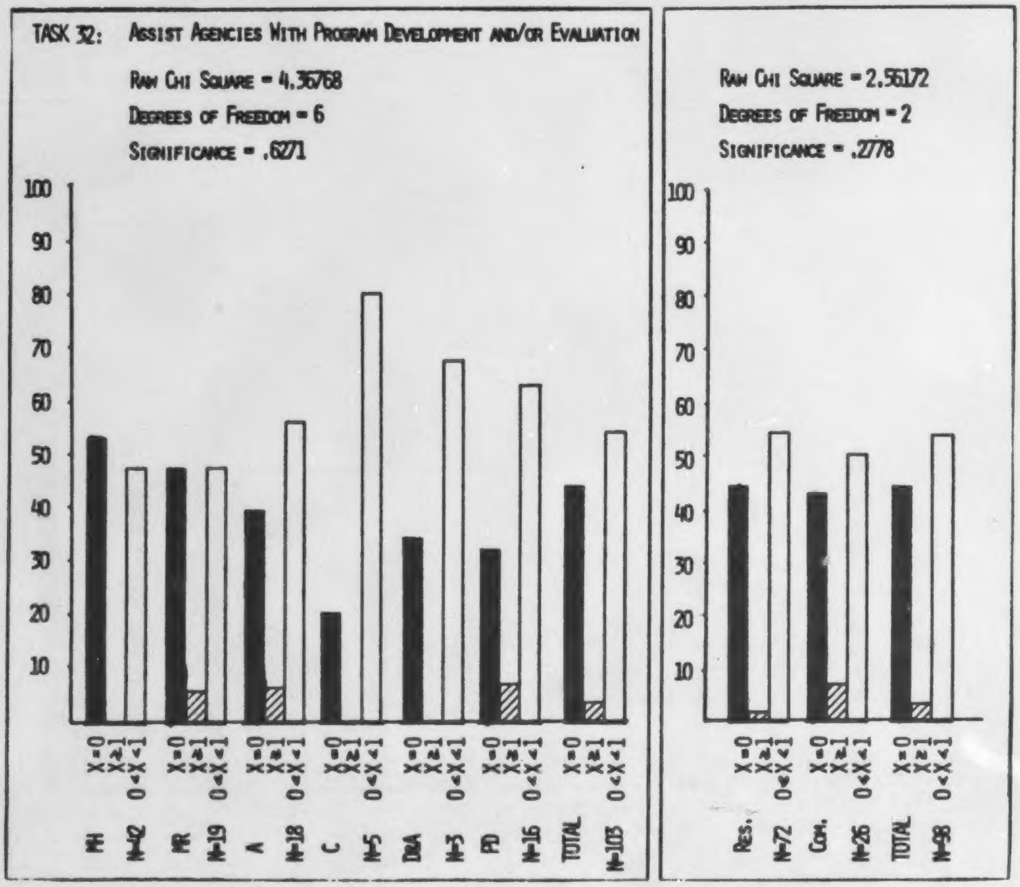
II. COMPETENCY IT RELATES TO:

Ability to provide consultation activities to enhance therapeutic recreation programs.

III. ANALYSIS AND DISCUSSION OF RELATED ORIGINAL TASKS

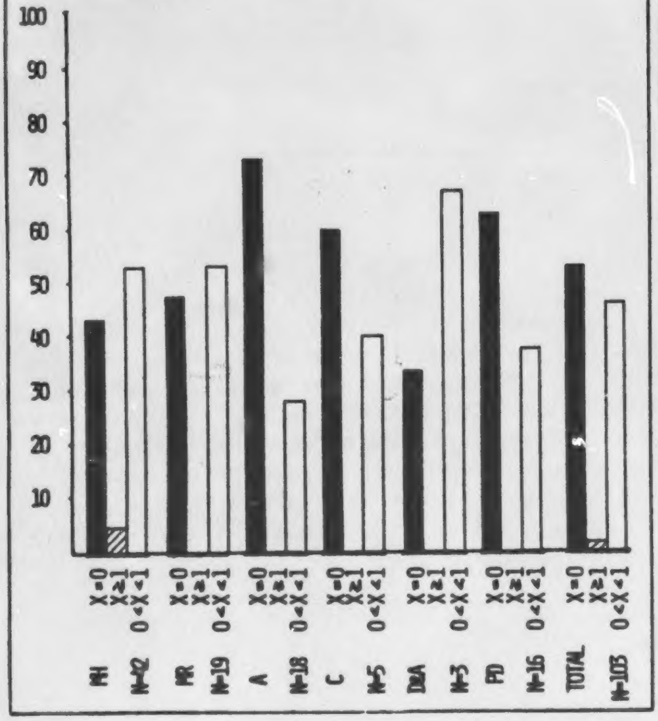
The original Job Task Analysis did not contain an item that assessed the frequency that respondees were performing consultation services. As a result, no chart is included representing the consultation activity per se. The masters degree therapeutic recreator may be called upon to provide consultation that relates to a wide variety of tasks (program development, supervision and training of staff, research, budget, etc.). It is assumed that an individual must be knowledgeable about, and able to perform a task, before he is able to serve as an effective consultant.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

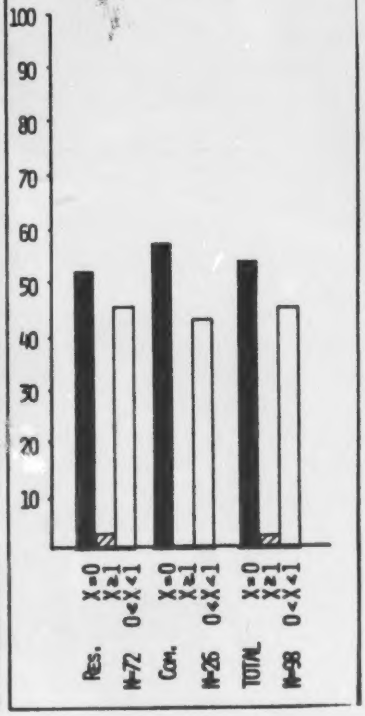


TASK 34: ASSISTING ON FACILITY DESIGN

RAW CHI SQUARE = 7.12173
DEGREES OF FREEDOM = 6
SIGNIFICANCE = .3097

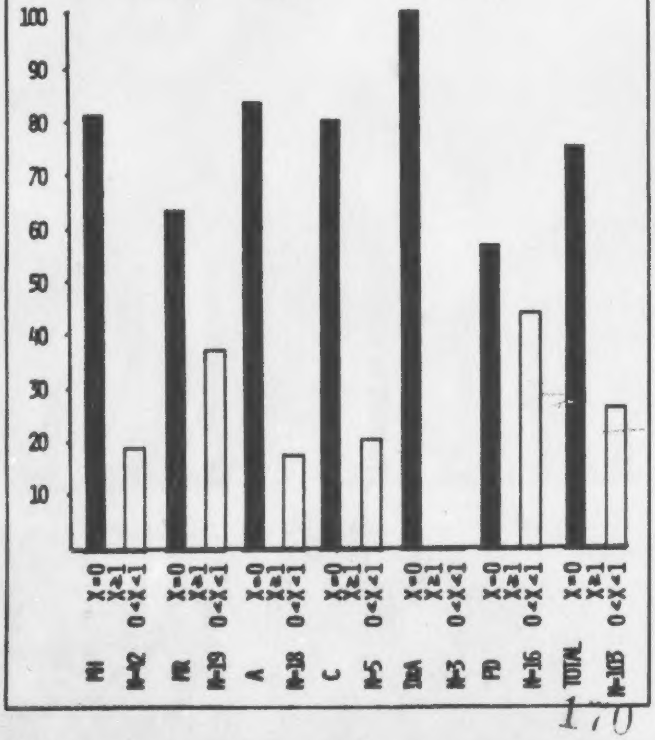


RAW CHI SQUARE = .91815
DEGREES OF FREEDOM = 2
SIGNIFICANCE = .6319

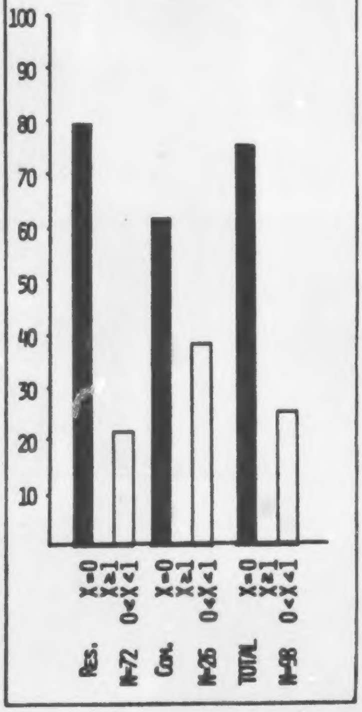


TASK 37: ASSISTING MUNICIPAL PROGRAMS

RAW CHI SQUARE = 5.60225
DEGREES OF FREEDOM = 3
SIGNIFICANCE = .1327



COR. CHI SQUARE = 2.26501
DEGREES OF FREEDOM = 1
SIGNIFICANCE = .1323



Of the three, original tasks related to Consultation, none was found to be significant across disability grouping nor across treatment setting.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	**KNOWLEDGES** COMPETENCY #10
9	3	1	OF BUILDING ACCESSIBILITY
6	2	4	OF FUNDING SOURCES
8	2	2	OF GRANTSMANSHIP
8	3	1	OF PROGRAM EVALUATION
4	4	4	OF AGENCY GOALS AND NEEDS
8	2	2	OF PROGRAM DESIGNS
8	3	1	OF ACTIVITY IDEAS
7	4	1	OF LEADERSHIP SKILLS
8	4	1	OF PROFESSIONAL GUIDELINES
12	0	0	OF MANAGEMENT PRINCIPLES
10	1	1	OF GOVERNMENT STANDARDS
8	1	3	OF LEGISLATION
4	4	4	OF RESOURCE COORDINATION
7	0	4	OF INFORMATION SYSTEMS
7	3	1	OF LEGISLATIVE PROCESS
8	2	1	OF FACILITY DESIGN
6	4	1	OF CONSULTING PROCESS
128	42	32	SUB-TOTAL FOR KNOWLEDGES

IN CLASS	IN PRACTICUM	ON THE JOB	**SKILLS**
9	1	0	IN RESEARCH DESIGN
4	4	2	IN COMMUNICATION
4	3	3	IN PROBLEM SOLVING
7	2	2	IN GRANTSMANSHIP
3	5	2	IN PROGRAM DESIGN
3	7	1	IN SETTING GOALS
3	5	2	IN FACILITY PLANNING
3	7	3	IN ASSESSING NEEDS
4	5	1	IN PROGRAM EVALUATION
2	6	1	IN EVALUATING FACILITIES
5	2	3	IN RESOURCE DEVELOPMENT
4	2	5	IN FISCAL MANAGEMENT
3	2	5	IN FACILITY CHANGE
54	51	30	SUB-TOTAL FOR SKILLS
182	93	62	GRAND TOTAL:

Survey data on Knowledges and Skills indicated that knowledges related to consultation can best be learned in the classroom (128 responses, 63%). Skills were rated fairly evenly between in the classroom and during the practicum (54 and 51 responses, respectively), with 30 responses favoring the on-the-job category.

The data supports the need for including instruction and simulated activities related to the consultation function within the curriculum.

V. CONTENT SUMMARY OF MODULE

Content includes reading assignments, lecture, and small group discussions based on simulated consultation situations.

VI. LEARNING OBJECTIVES

1. The student will be able to define and describe the major processes and problems involved in providing consultation services.
2. The student will be able to define typical content areas of consultation that are associated with therapeutic recreation services.
3. The student will be able to identify the major legislation, regulations and standards documents that are applicable to the provision of therapeutic recreation for the ill and disabled.

VII. READINGS

1. The Municipal Management Series; Managing Municipal Leisure Services, Lutzin, S.G., and Storey, E.H., Editors. 1963 pp. 109-122.
2. National Recreation and Park Association; Consultation: Enhancing Leisure Service Delivery for Handicapped Children and Youth. Judy Goldstein, Editor. 1977.

VIII. AUDIO-VISUAL MATERIALS

No audio-visual materials were located which would be useful for this module.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

See attachments 1 and 2 of this module for material on the following:

1 - Discussion Topics for Small Groups

2 - Role Playing Exercises

X. HOMEWORK ASSIGNMENT

See attachment #3

XI. EVALUATIVE METHODS:

1 - Present a Package - Pretest

The student must submit for evaluation complete documentation of a consultation that he/she has completed. Said consultation must have resulted in a formal written report. Documentation must include:

a. a report describing the conditions that instigated his serving as a consultant and a description of the agency and problem on which he consulted.

b. a copy of all reports that he/she wrote as a part of the consultation. Personal names may be deleted.

c. a letter from the consultee and/or agency administrator attesting to the occurance of the consultation and an evaluative statement on the consultant's effectiveness.

2 - Demonstration of Knowledge, (oral or written).
- used as a pre - or post-test

The student will present evidence orally or in writing that he/she understands the consultation process. To present evidence, the student will correctly respond to the following two items as indicated.

a. List six subject and/or problems areas that a theraputic recreator may be called upon to provide consultation. For each of the subject or problem areas listed, cite two resources (books, periodicals, articles, legislation, standards, etc.), that might profitably serve as a guide or reference during consultation on each area listed.

b. Discuss in some detail the importance of five concepts in the consultation process

1. Access
2. Confidentiality
3. Interrelatedness of Institutional Functions
4. Human Resistance to Change
5. Hidden Agendas

3 - Action Demonstration of Competence - (pre/post test)

The student will complete a consultation to a recreation service - either alone or as a co-consultant. He will write a paper summarising this experience and highlight his areas of effectiveness and weakness. The consultation and the student's report must receive a passing evaluation from both the course instructor and the consultee. If a co-consultant is involved, then he/she must also evaluate the student's report.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

The following learning activities and evaluative criteria are perceived as being applicable to various aspects of the consultation process, as well as related to various subjects (program planning, design, and evaluation, program funding, organizational structure, etc.) upon which consultative assistance might be requested.

Supplementary Learning Activities

1 - The student will locate, read, and outline three articles on the subject of consultation. The outline will include the major processes and problems inherent in the consultation process.

2 - The student will secure copies of at least six different documents (legislative, regulations, standards) that apply to therapeutic recreation services. The major provisions of each will be outlined on a separate sheet of paper. All of this data will be organized into a resource notebook/idea file in such a way that future material can be added.

3 - The student will review at least three contemporary texts in recreation. At least one should have a major focus on community recreation services. This review should be specifically aimed at the subject of funding sources for recreation programs, and the student will construct a list of as many funding sources as he can find.

4 - The student will select an agency of his choice that provides recreation services for a handicapped population. He will make arrangements through visit, correspondences, or telephone to examine its current total budget, or at least the budget for the recreation department. He will give a classroom report on this activity which minimally includes:

a. range of budget categories
b. major funding source(s)
c. per capita expenditure

5 - The student will read assigned materials on sources of grant funds. He will select an objective for a grant and write a mock proposal that adheres to one of the sources which he has read.

6 - The student will collect data and compile a notebook of materials on the subject of program evaluation, and he will survey one agency on its program evaluation efforts, write a report on his findings, and include the report in his notebook.

Learning Activities - Con't.

7 - As a small group assignment with several classmates, prepare and present a report that identifies and differentiates the needs, goals and objectives of therapeutic recreation programs of different client groups.

8 - With the members of your work group prepare and present a report that identifies the major components that should exist in a comprehensive therapeutic recreation service.

9 - With the members of your work group, prepare and present a report that categorizes the major activity areas in recreation along with specific examples of activities that fall under each broad area.

10 - Arrange and make a field visit to an agency. During this visit, acquire data on the following: a) type of organizational structure, b) types of clients served, c) the goals, objectives, and nature of the therapeutic recreation provided, and d) one problem that faces the TR service in the agency. Write and submit a report which summarizes items a, b, & c, and which includes suggestions for actions needed to solve the problem in d.

11 - Either through direct contact with governmental officials or through library research, construct and submit a report that outlines the specific and sequential steps involved in the passage of laws at the municipal, state, and national levels.

12 - Locate a peer, a faculty member, or an agency recreation supervisor who is willing to serve as a consultee with a problem related to some aspect of recreation planning or programing. Serve as a consultant to that individual and meet with him/her for at least three hours. Write and submit a report on this exercise which minimally includes:

a) who you met with, for how long, under what circumstances, and the nature of the problem.
b) a description of your actions and an indication of whether they helped or hindered your consultative intent.
c) a self evaluation statement on your effectiveness as a consultant.
d) two paragraphs written by the consultee that characterizes your consultative style, and how effective your consultative interventions were.

Supplementary Evaluative Criteria

1 - On a written test, the student will correctly identify 3 processes and 3 problems inherent in the consultative process.

2 - On a written test, the student will correctly list and describe the major content of 3 pieces of legislation/regulations/standards that effect the provision of therapeutic recreation services.

3 - On a written test, the student will correctly list 4 separate and distinct funding sources for therapeutic recreation programs.

4 - On a written test, the student will correctly identify at least 3 potential sources of grant funds for support of therapeutic services.

5 - On a written test, the student will correctly name and describe at least two tools/documents that are appropriate for use in evaluation of therapeutic recreation programs.

6 - On a written test, the student will correctly list and differentiate between at least 4 major components of a comprehensive therapeutic recreation service.

7 - On a written test, the student will correctly list, diagram, and differentiate between two types of organizational structures in which therapeutic recreation programs exist.

8 - On a written test, the student will correctly list at least 2 resources specific to the design and construction of recreation facilities and areas.

9 - On a written test, the student will correctly list and describe the necessary content of at least 3 segments of a comprehensive budget.

10 - On a written test, the student will correctly diagram the steps inherent in either a problem-solving and/or decision making process.

11 - In response to an assigned case study, the student will write a paper which reflects his approach to the situation in the role of the consultant. This paper must receive a passing mark by both a practicing consultant and the course instructor.

12 - The student will write a comprehensive paper on the consultation process which includes commentary on the major elements of the process, and which reflects the student's inclination with regard to consultative style. This paper must receive a passing mark from both a practicing consultant and the course instructor.

Attachment 1
Consultation
Module

DISCUSSION TOPICS FOR SMALL GROUPS

1. Is consultation a process or a procedure? Explain?

2. What are some of the conditions that are desirable in an effective consultation?

3. Tho we may "bless" the human element, what hurdles/problems does it present in a consultation?

4. If you had a problem and were seeking consultation help, what skills, attitudes, competencies would you most want the consultant to possess?

ROLE PLAYING EXERCISES

Situation # 1. You are the recreation leader in a "half-way" house that is located in "Typical Mid-Size Town" in Pennsylvania. The facility houses approximately 40 ex-inpatients from a nearby state mental hospital. The clients are being weaned from the hospital and prepared for independent living in "Typical Town". You and your two part time assistants have organized and have in place a good program that is primarily implemented within and/or close to the house. Minimal community resources are currently used.

You are now about to embark on program extention which is aimed at effecting your clients participation in community based recreation programs.

Typical Town has a fairly extensive and high quality Community recreation program that serves all age groups and contains many different program services. It is adequately staffed, and has a variety of available facilities. The Typical Town program does not however cater to the needs of special populations, and you sense that the Director is hesitant to open his program to special populations.

Situation #1. (continued)

Before taking any actions toward utilization of community resources, you have secured the services of a consultant to help you devise an action plan. You have asked him/her to help you and your part time staff to think about the task in order to better understand the problems involved, and to identify specific steps/actions that you might take to reach your objective.

Situation #2 You have supervised an effective TR program in an agency serving mentally retarded clients, for four years. The agency is located in a suburb of a large metropolitan city. Volunteers have not been utilized. The agency has now decided to move in these directions. You have secured a consultant to help you plan and initiate the utilization of volunteers.

What you have not told your consultant is that since you received your masters degree over a year ago you have not received a higher classification or more pay, and this is a primary and hidden agenda of yours.

Situation #3 You are a Therapeutic Recreation Director supervising a staff of 7 workers. One of these workers is your chief area of concern. He takes maximum time off, periodically does not prepare adequately for activity sessions, frequently submits required reports after established deadlines, and in your opinion wastes time socializing on the job. He does however periodically conduct highly effective sessions with clients and works extremely well with volunteers you assign to him. You have talked with him about these things twice during the past year and reflected them in his most recent performance rating. No change. You are stumped by this situation and have secured a consultant to discuss the situation and advise you.

Attachment #3
Consultation
Module

HOMEWORK

ASSIGNMENT

Consultation Situation

You have been hired to provide consultation to a Senior Citizens Center on the development of a recreation program. The center has previously not had an organized program and has recently hired a Program Director and two Activity Leaders to start and conduct one. You have agreed to spend two days at the center and will be paid a $200.00 honorarium fee plus travel and living expenses.

Staff

Total staff at the center includes an Admistrative Director, Clerk, Program Director, and two Activity Leaders all of whom are new employees.

Current Program and Budget

The center is open for clients from 9:30 to 2:30 Monday thru Friday. It is a congregate feeding site and lunch is served from 12 to 12:30 each day. All other time is available for activities. The Center is financially supported by a combination of funds that come from Federal, State, and County Funds. There is some, though minimal monies available for activity equipment and supplies.

Center Facilities

The center is located in a 3 story building about 8 blocks west of the center of Harrisburg. It is situated in a semi-poverty, high crime incidence area. A small vest-pocket park is directly across the street and it contains benches, a basketball court, a water fountain, a covered pavillion, and a few picnic tables. Space and areas located within the center building include:

- TV lounge*
- Game Room with Pool Table*
- Combination Dining Room and Activity area
- Two multi-purpose rooms*
- Sewing Room*
- Cultural Arts & Drama Room*
- Plant Room*
- Choir & Music Room with piano*
- A large Multi-purpose area that has capacity to seat 65 persons
- Parking lot for 8 to 10 cars
- Small garden plot located outside in the rear of the center

*all these rooms are about the size of a normal grade school classroom

Center Facilities (continued)

A 15 passenger bus owned by the city Office of Aging is available on a preschedule basis for 1 to 3 out-trips per month.

Approximately 45 to 55 clients attend the center daily. You know the following general facts about them.

They are:

- age range of clients is 60 to 93 (about 15 men and 40 women)
- of average health for their age - most have the aches, pains and deficits associated with aging
- there are 6 blind clients
- about 5 are self starters in activity and the remaining need fair amounts of stimulation, support and encouragement to participate
- most all come from a low socio-economic income level
- all are welfare/social security/SSI receipients
- most have limited and narrow activity interests
- many were raised on farms and nearly all the women have worked as domestics
- average educational level is 6 to 8 grade
- singing and dancing are their most familiar activities
- most have strong religious connections and beliefs
- their morale and outlook on life is fairly happy
- their knowledge of community is limited to their immediate home and living space, and to church functions
- all are ambulatory - steps are a problem for many
- 5 are illiterate

ASSIGMENT:

Write a paper that describes and explains how you would approach this consultation. Limit your paper to not more than 5 pages typed double spaced. Minimally your paper should contain data on the following:

- what you would do prior to the consultation
- how you would structure the 2 day period - agenda
- what materials you would review and/or take with you to the consultation
- questions you would definitely want to ask
- anticipated concerns and/or problems
- anticipated follow-up actions you might need to take

MODULE PACKET #11/12/13

SUPERVISION

MODULE PACKET #11/12/13

I. MODULE TITLE: SUPERVISION

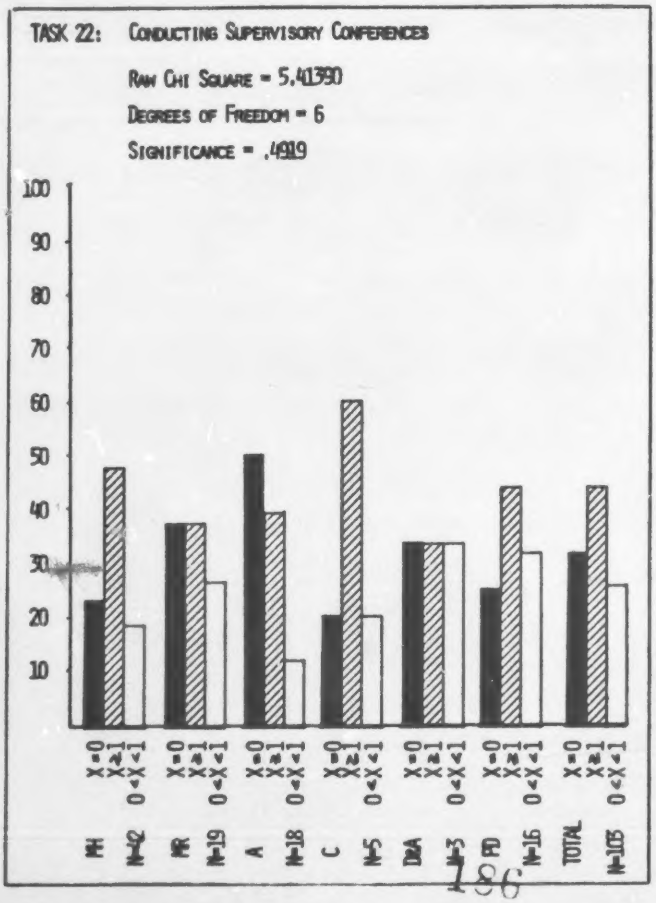
II. COMPETENCY IT RELATES TO:

Ability to effectively utilize and supervise employees, practicum students, and volunteers.

The above competency combines three sub-competencies which were originally stated independently during earlier stages of the grant. The earlier competencies were as follows:

1. Ability to effectively supervise employees.
2. Ability to effectively supervise practicum fieldwork students.
3. Ability to effectively recruit, utilize, and supervise volunteers for the enhancement of therapeutic recreation programs.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS

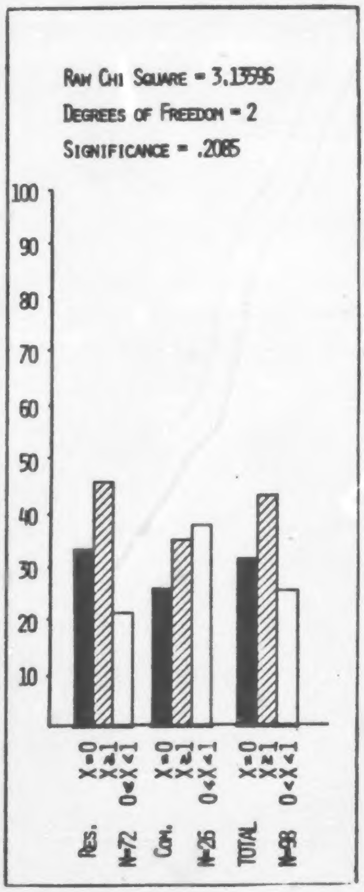


TASK 22: CONDUCTING SUPERVISORY CONFERENCES

RAW CHI SQUARE = 5.41390

DEGREES OF FREEDOM = 6

SIGNIFICANCE = .4919



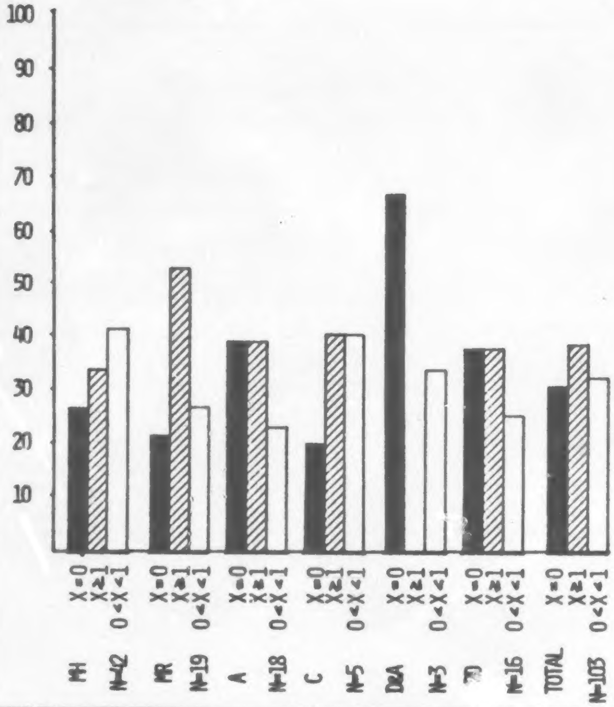
RAW CHI SQUARE = 3.13596

DEGREES OF FREEDOM = 2

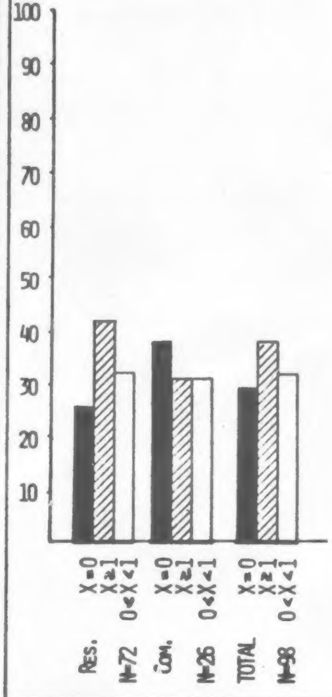
SIGNIFICANCE = .2085

TASK 23: COUNSELING STAFF

RAW CHI SQUARE = 4.70169
DEGREES OF FREEDOM = 6
SIGNIFICANCE = .5826

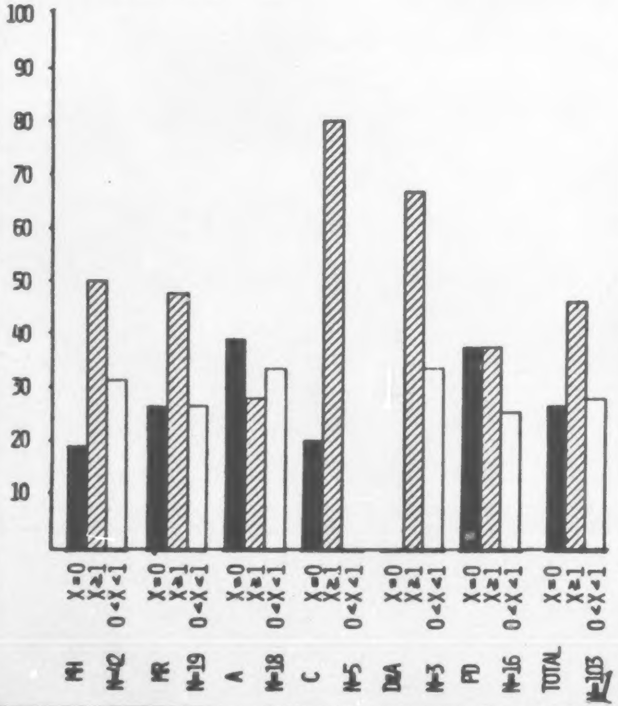


RAW CHI SQUARE = 1.53419
DEGREES OF FREEDOM = 2
SIGNIFICANCE = .4644

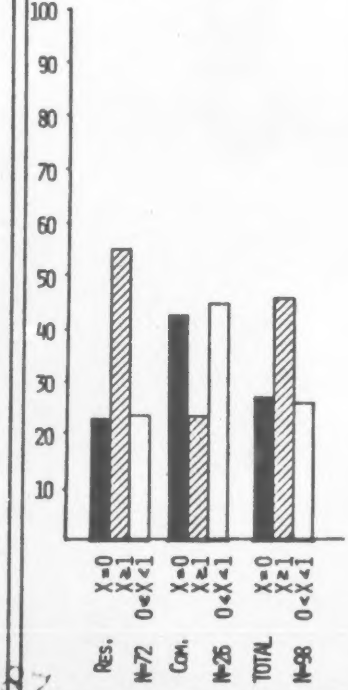


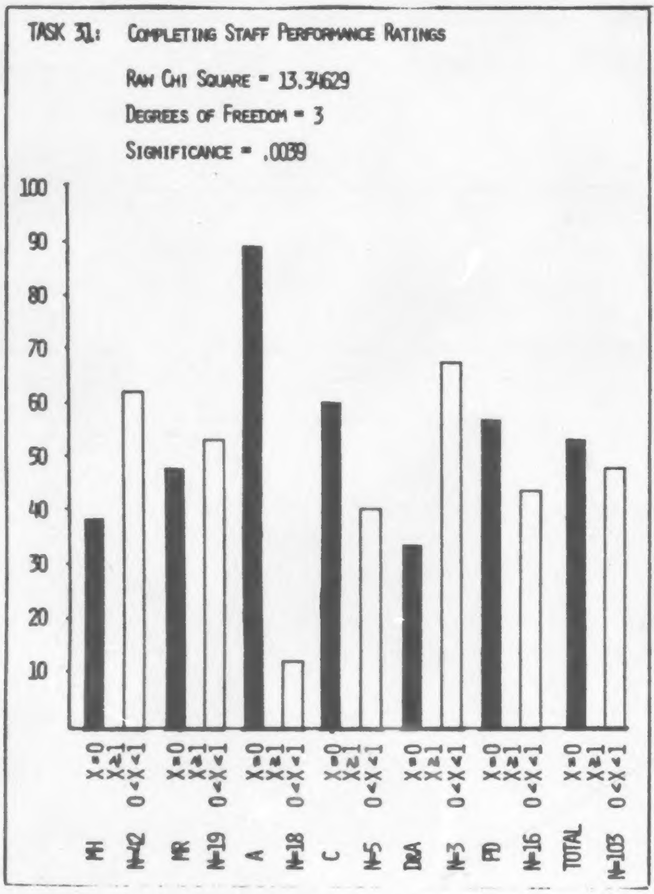
TASK 24: SUPERVISING STAFF

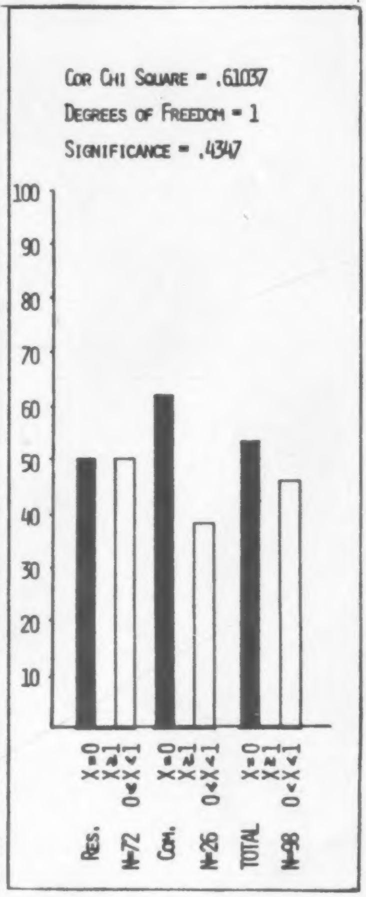
RAW CHI SQUARE = 4.47715
DEGREES OF FREEDOM = 6
SIGNIFICANCE = .6124



RAW CHI SQUARE = 7.68990
DEGREES OF FREEDOM = 2
SIGNIFICANCE = .0214







Of the four tasks relating to supervision of employees, there were only two instances of significance. Task #24, Supervising Staff, was significant (.0214) with respect to treatment setting. In the Residential setting, over half of the respondents (54.2%) were involved at least weekly while only 23.6% were involved less than weekly, and 22.2% were never involved. In the Community setting, almost half (42.3%) of the respondents never supervised staff, while 34.6% supervised less than weekly, and 23.1% supervised once or more per week.

Task #31, Completing Staff Performance Ratings, was significant (.0039) across disability groupings. The categories expressed marked reversals of weightedness between Mental Health and Aging. For example, 38.1% of Mental Health respondents never completed staff performance ratings, while 61.9% completed them less than weekly. Of respondents in Aging, 88.9% never completed ratings, while only 11.1% did so less than weekly. No respondents were involved once or more per week.

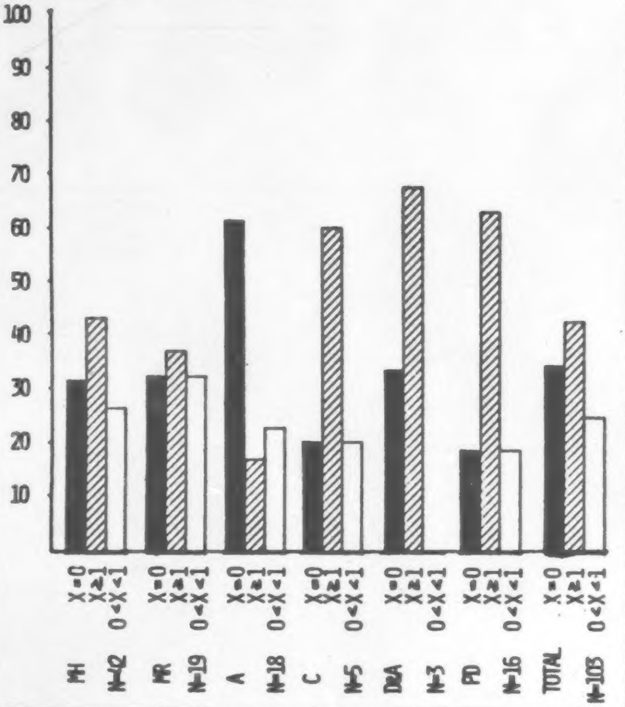
There were additional shifts of distribution for this task with respect to Mental Retardation and Physical Disabilities, but the weightedness was not as pronounced as it was in the categories discussed above. In Mental Retardation, slightly less than half (47.4%) of the respondents never completed staff performance ratings while slightly more than half (52.6%) completed them less than weekly. In contrast, a little over half (56.3%) of the Physical Disability respondents were never involved with performance ratings while slightly less than half (43.8%) were involved less than weekly. Again, no respondents were involved at least once per week.

TASK 25: Supervising Student Interns

Raw Chi Square = 10.26634

Degrees of Freedom = 6

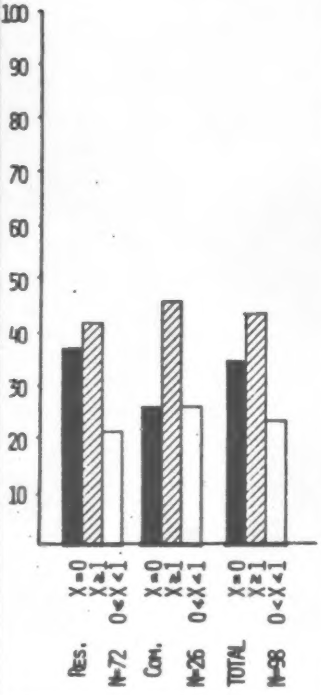
Significance = .1139



Raw Chi Square = 1.02125

Degrees of Freedom = 2

Significance = .6001

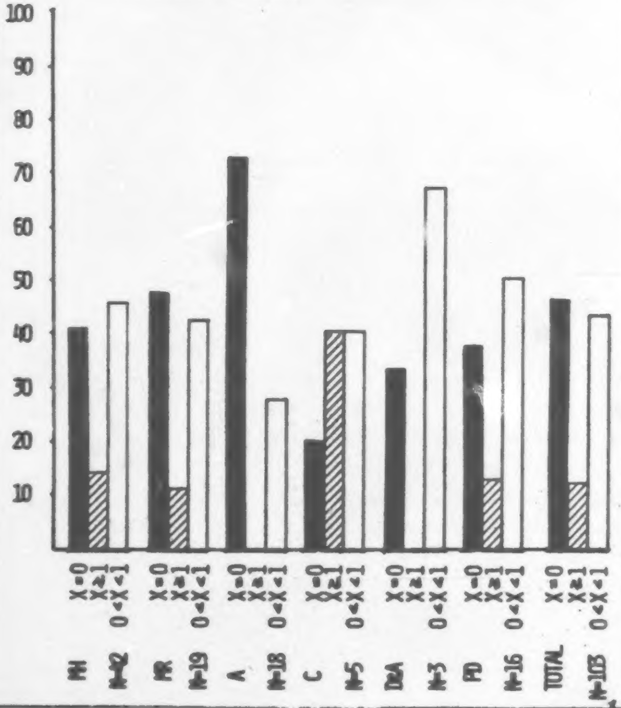


TASK 26: Meeting With Students

Raw Chi Square = 6.82760

Degrees of Freedom = 6

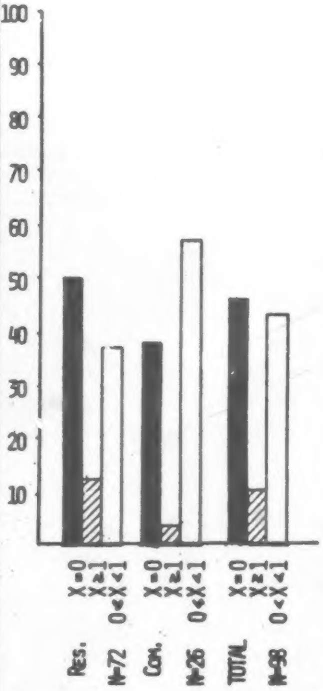
Significance = .3371

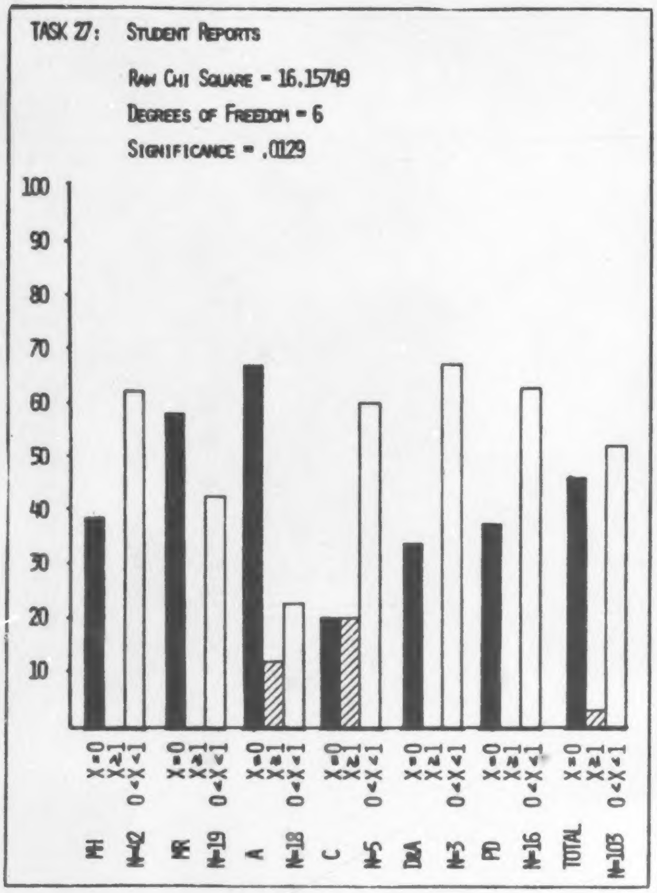


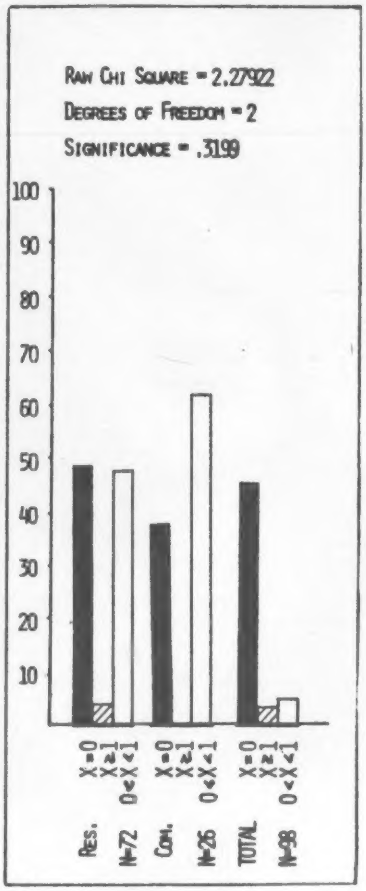
Raw Chi Square = 3.76190

Degrees of Freedom = 2

Significance = .1525







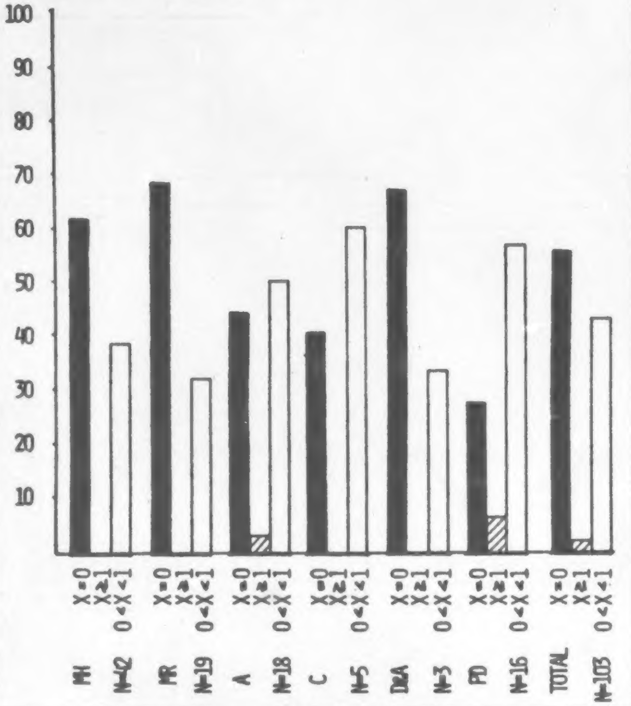
The tasks illustrated in the above figures were all related to the supervision of practicum students. Significance was noted only according to disability groupings in Task #27, Completing Student Reports. Of Mental Health respondents, 38.1% never completed student reports, while 61.9% completed them less than weekly. The statistics were almost identical for Physical Disabilities. In that grouping, 37.5% never completed student reports while 62.5% completed them less than weekly. There were no persons involved once or more per week in either group.

With respect to Mental Retardation, the statistics are nearly the reverse of those for Mental Health and Physical Disabilities. In MR, 42.1% of respondents were involved less than weekly while 57.9% were not involved at all. Again, no persons were involved more than once per week.

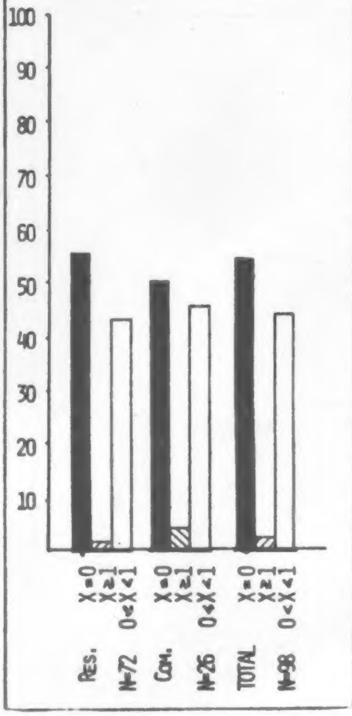
In the category of Aging, 66.7% never completed student reports, while 22.2% completed reports less than weekly. A small percentage (11.1%) of respondents completed reports at least once each week. It should be noted that Aging was the only population with any respondents who were involved in student reports at least once per week.

TASK 28: JOB REQUESTS FOR VOLUNTEERS

RAW CHI SQUARE = 7.49430
DEGREES OF FREEDOM = 6
SIGNIFICANCE = .2775

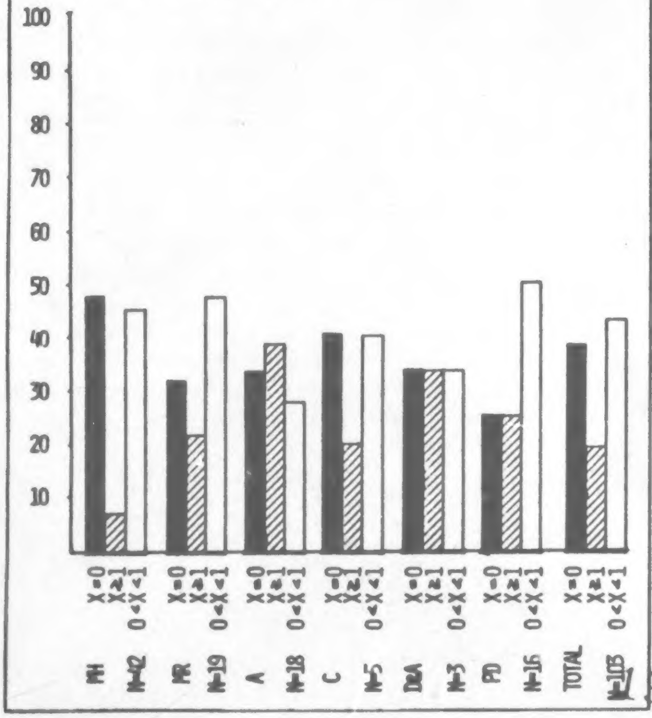


RAW CHI SQUARE = .71598
DEGREES OF FREEDOM = 2
SIGNIFICANCE = .6991

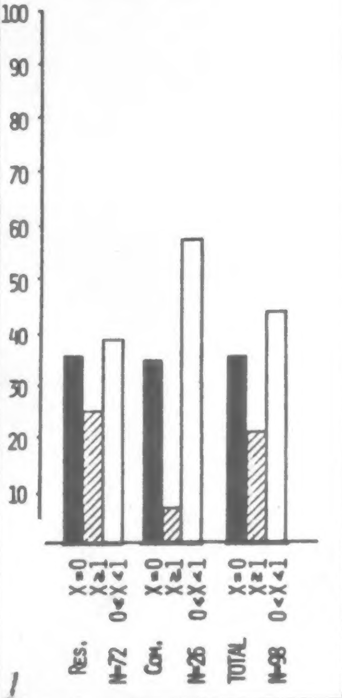


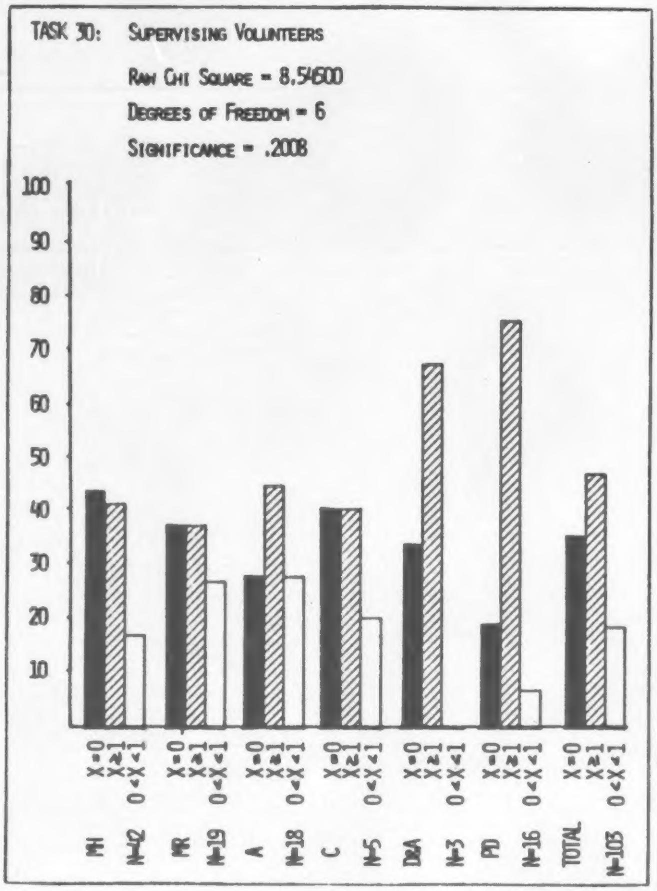
TASK 29: ORIENTATION AND ASSIGNMENT OF VOLUNTEERS

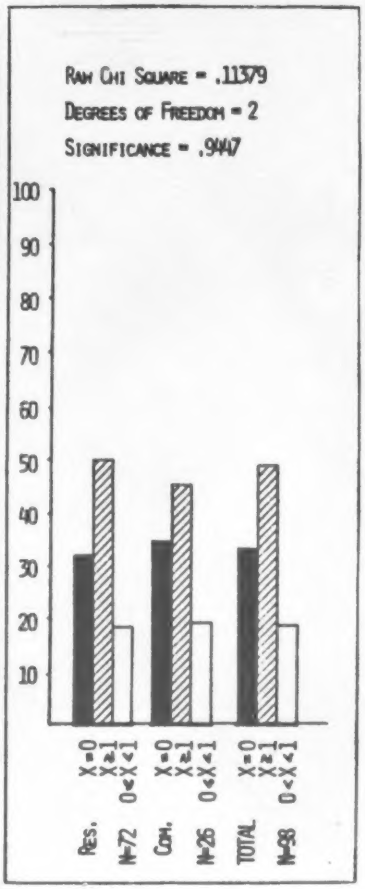
RAW CHI SQUARE = 10.54969
DEGREES OF FREEDOM = 6
SIGNIFICANCE = .1033



RAW CHI SQUARE = 4.35507
DEGREES OF FREEDOM = 2
SIGNIFICANCE = .1133







The tasks illustrated above relate to utilization and supervision of volunteers. There was no significance within any of the tasks, with respect to disability grouping nor across treatment settings.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

Since the competency on supervision evolved from three separate competencies, there is a set of knowledges and skills for each of the three original competencies. A few knowledges or skills may overlap between the three sets.

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #11	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
10	0	0	OF SUPERVISORY STYLES	2	6	3	IN ORIENTING EMPLOYEES
7	2	1	OF JOB SATISFACTION	2	3	6	IN COMMUNICATING WITH EMPLOYEES
2	4	5	OF SUPERVISORY RESPONSIBILITIES	3	2	6	IN RELATING TO INDIVIDUALS
3	0	7	OF REACTIONS TO SUPERVISORS	2	3	8	IN CONDUCTING SUPERVISORY CONFERENCES
2	3	5	OF PERSONAL IMPACT ON SUPERVISEE	0	2	8	IN PERSONNEL PROCEDURES
10	1	0	OF COUNSELING THEORIES	1	3	8	IN RATING PERFORMANCE
3	0	6	OF SPAN OF CONTROL	1	2	8	IN COUNSELING EMPLOYEES
4	3	3	OF JOB ENHANCEMENT TECHNIQUES	0	1	9	IN ACCEPTING RESPONSIBILITY
5	3	2	OF ROLE CONFLICT	0	2	8	IN DELEGATING AUTHORITY
				0	3	8	IN DEVELOPING JOB DUTIES
46	16	29	SUB-TOTAL FOR KNOWLEDGES	11	27	72	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	57	43	101	

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #12	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
9	0	1	OF SUPERVISORY STYLES	1	3	7	IN DEVELOPING PRACTICUM EXPERIENCES
9	1	0	OF LEARNING PROCESS	0	2	8	IN COOPERATING WITH COLLEGES
6	2	2	OF REACTIONS TO SUPERVISION	0	6	6	IN MONITORING STUDENTS
1	5	5	OF SUPERVISOR'S PERSONAL STYLE	0	6	6	IN GUIDING STUDENTS
3	4	4	OF ROLE CONFLICT	3	5	4	IN ASSESSING PERFORMANCE
3	2	5	OF ADMINISTRATIVE PHILOSOPHY	3	3	4	IN EVALUATING STUDENTS
2	3	5	OF NATURE OF SUPERVISION	0	3	7	IN WORKING WITH PRACTICUM AGENCY
2	4	5	OF COLLEGE CURRICULA				
3	3	5	OF PRACTICUM EXPECTATIONS				
4	3	4	OF EDUCATIONAL RESOURCES				
1	4	5	OF AGENCY EXPECTATIONS				
1	2	7	OF AGENCY SERVICES				
44	33	48	SUB-TOTAL FOR KNOWLEDGES	7	28	42	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	51	61	90	

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY # 13	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
9	0	1	OF VOLUNTEER MOTIVATIONS	4	4	2	IN ASSESSING VOLUNTEER NEEDS
7	1	2	OF INTERVIEW TECHNIQUES	4	2	4	IN WRITING JOB DESCRIPTIONS
5	0	5	OF VOLUNTEER POLICIES	1	5	4	IN DEFINING VOLUNTEER SERVICES
10	0	0	OF VOLUNTEER PRACTICES	0	5	5	IN VOLUNTEER RESOURCE DEVELOPMENT
7	1	2	OF SOURCES OF VOLUNTEERS	0	5	5	IN ORIENTING VOLUNTEERS
8	2	0	OF VOLUNTEER PROS AND CONS	0	3	7	IN WELCOMING VOLUNTEERS
8	1	1	OF RECOGNITION TECHNIQUES	2	3	5	IN RECOGNIZING VOLUNTEER WORK
				0	5	6	IN KEEPING RECORDS
				0	4	5	IN PLACING VOLUNTEERS
54	5	11	SUB-TOTAL FOR KNOWLEDGES	11	36	43	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	65	41	54	

According to the Survey on Knowledges and Skills, respondents believed that the knowledges required for supervision of employees and of volunteers were best learned in the class (46/91 responses and 54/70 responses, respectively). The knowledges for supervision of practicum students were felt to be best learned on the job (48/125 responses). This seems appropriate in that, generally, supervisory principles are concrete and specific sets of information which may be easily accommodated in a classroom. Knowledges about student supervision, however, may be best learned on the job, because persons who are currently students may find it difficult to identify with the topic until they are no longer in the student role themselves. Valid as that might be, the module on supervision will nevertheless address the issue of practicum student supervision.

Skills for supervision of employees, students, and volunteers were judged to be best learned on the job (72/110 responses, 42/77 responses, and 43/90 responses, respectively). This also seems appropriate in that students cannot practice these skills while sitting in a class or while doing a practicum. One reason is that there would not be enough time to practice supervising during a practicum. Another reason relates to ethics. It would be inappropriate and unethical for a person who is a student in training to be attempting to supervise other students, volunteers, or paid employees of an agency.

V. SUMMARY OF MODULE CONTENT

This module encompasses a sequence of three sub-competencies, as mentioned in Section II previously. Each of the three sub-competencies is presented as an independent sub-module (section VI through XIV) with its own set of learning objectives, learning exercises, and evaluative criteria. However, the three components are interdependent such that they must be taught and acquired in sequential order. It should be remembered that the overall primary competency is the "ability to effectively utilize and supervise employees, practicum students, and volunteers."

The first sub-module, Basic Supervision, will help students acquire knowledges and skills necessary for general supervision, irrespective of supervisee title or status.

The other sub-modules are; 1) Supervision of Practicum Students and 2) Supervision and Utilization of Volunteers. The sub-modules will build upon Basic Supervision by addressing the more specific and critical aspects of working with these special categories of employees.

VI. SUB-MODULE #11 TITLE: BASIC SUPERVISION

VII. SUB-COMPETENCY IT RELATES TO:

Ability to effectively supervise employees.

VIII. LEARNING OBJECTIVES

1. The student will be able to compare and contrast styles and techniques of supervision, guidance, and counseling, and note the strengths and weaknesses of each.

2. The student will be able to identify and discuss supervisory and other job-related issues which affect employee morale, work output, learning and growth, and job satisfaction.

3. The student will be able to plan and conduct orientations for new employees.

4. The student will be able to identify and utilize philosophies and techniques for evaluating employees.

5. The student will be able to understand, design, and utilize personnel policies and procedures.

6. The student will be able to understand and discuss various job-related concepts such as structure; control; role conflict and ambiguity; and horizontal and vertical loading.

7. The student will be able to develop, describe, and demonstrate a personal style of supervision that allows flexibility for needs and goals of individual employees.

IX. READINGS

1. Hampton, David; Summer, Charles; Webber, Ross. Organizational Behavior and the Practice of Management. Glenview, Ill.: Scott, Foresman and Company, 1973, pp. 3-51, 173-178, 197-205, 229-247, 316-324.

2. Lutzin, Sidney G. and Storey, Edward H., editors. Managing Municipal Leisure Services. Washington, D.C.: International City Management Association, 1973, pp. 240-258.

3. O'Morrow, Gerald S. Administration of Activity Therapy Service. Springfield, Ill.: Charles C. Thomas, 1966, pp. 248-263.

X. AUDIO-VISUAL MATERIALS

None have been found which are appropriate for this sub-module.

XI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Role-play supervisory conferences between a director of therapeutic recreation and a recreation therapist. The conferences should reflect the following situations:

    a. Director has called therapist in because therapist has been arriving late for work and for scheduled patient activities.
    b. Director has called therapist in because two nurses have reported to director that they saw therapist drinking beer with a patient in the bushes.

    Students may select other pertinent topics for supervisory role-play.

2. **Students will meet in study groups.** Each group will receive one of the paragraphs below describing a particular type of employee. Each group will discuss what methods, styles, and techniques of supervision would be appropriate to the employee in the case description. The class will then regroup as a whole and share the ideas that each group has generated. Case descriptions are listed below:

    a. Tom is a new employee at Friendly Psychiatric Hospital. Hired as a recreation therapist, his degree is in recreation, and he has several years of previous full-time experience. He is a very independent fellow, highly motivated, and generally quite confident and self-assured. He functions well with little direction, and other line staff often look to him for guidance in daily situations. He is outgoing and assertive, and he usually takes the initiative to ask when he needs help with a problem.

    b. Michael is a newly-hired recreation therapist at a correctional School for Adolescents. He has strong activity skills in sports and music, but he had no work experience in which to utilize them, except for his college field practicum in recreation. He is shy and comes from a small town, and this is his first full-time job. You (the Director of Recreation) recognize that he is unfamiliar with the "manipulative slickness" of delinquent teenagers, yet you see his potential for being a positive role-model for the youths. Michael is eager to do well in his job and to please you, yet he does not discuss his work comfortably with you. You must ask many questions to find out his feelings and what is on his mind. When he is designing programs, however, he is talkative and assumes a leadership role among peer staff.

c. Toby is a recreation therapist in a state school for the retarded. She has excellent program skills in five areas, and she is highly innovative in starting new workshops and expanding existing programs. She is meticulously neat and organized, and is somewhat compulsive and rigid. She insists that meetings and client workshops begin exactly on time and that activities operate precisely as planned. She finds it difficult to work with peer staff around a cooperative program assignment, and she is devastated if she feels there were flaws or problems in one of her activity sessions. She is self-motivated, bright, and a skilled worker, yet she is constantly worried that her weaknesses in dealing with a client or a situation will lead to dismissal. In her job before this one, her boss was quick to criticize and rarely recognized any strengths she had.

d. Krista is a recreation therapist at Friendly City Children's Hospital. She relates to the children very well, and they look for her every day with great anticipation. They respond to her easily and will confess many of their fears to her in daily play sessions. Krista is motivated, but she has difficulty following schedules and organizing her time. Frequently she is late to work or to a play session because she tries so hard to be helpful to everyone all the time. For example, this morning one of the dietary aides was out sick, so Krista delivered meals trays to help out, and this caused her to miss two play activities. She also rarely gets her progress notes written on patients, because she sees it as much more important to spend time with the sick children. Frequently she misses treatment meetings because she is spending extra time with a sick child.

XII. HOMEWORK ASSIGNMENTS

1. The student will interview and/or observe the Director or Recreation at the agency he is affiliated with. The student will then write a paper analyzing the Director's style and methods of supervision. Does he/she use one style, or different styles for each employee supervised? What characterizes his/her supervisory style? How does he/she handle problems with employees? How often does he she meet with each employee for supervision?

2. The student will choose three persons who have supervised him at some time - in a summer job, a field practicum, etc. It is not necessary that the supervision was in recreation.

   The student will discuss and compare the strengths and weaknesses of each person's style and methods of supervision as they related to him (the student). That is, which aspects of supervision were helpful to the student, and which were not helpful?

XIII. EVALUATIVE METHODS

1. Present-a-package (oral or written) as a pre-test

The student will submit oral and/or written evidence of the fact that he/she has functioned satisfactorally for at least two years in a supervisory recreation position. In this position, the student must have supervised a minimum of 3 subordinate staff, excluding students and volunteers. Evidence of supervisory experience and competence should include some or all of the following, each to be arranged by the student:

a. A letter or phone call from the director of the recreation agency, verifying the student's supervisory experience and confirming the student's satisfactory functioning within the experience.
b. A copy of the student's most recent Performance Evaluation within his/her supervisory position.
c. A written paper or discussion between the student and the instructor concerning the student's supervisory experience. The student will discuss the style of supervision he/she used, the problems that arose with employees and work situations, and the ways he/she handled those problems. The student will give examples of situations he/she handled, including situations in decision-making, problem-solving, role clarification, and interpersonal conflicts.

2. Oral or Written demonstration of Knowledge (used as a pre- or post-test)

The student will present oral or written knowledge of supervisory principles and practices by answering questions that address key concepts and ideas. The questions will test academic knowledge, irrespective of experience. Evaluative items may include the following:

a. The student will compare and contrast various styles and techniques of supervision, guidance, and counseling. He/she will note the strengths and weaknesses of each.
b. The student will identify and discuss several supervisory or job-related issues which affect employee morale, work output, learning and growth, or job satisfaction. He/she will discuss methods for dealing with these issues through supervision.
c. The student will theoretically design an orientation program for new employees in a given case situation.

d. The student will identify various personnel polices and procedures and discuss their utilization in supervision.

e. The student will define and discuss various job-related concepts and terms such as structure; control; authority; role conflict and ambiguity; power; and horizontal and vertical loading.

XIV. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Read and discuss the book "The Managerial Grid" by Robert R. Blake and Jane S. Mouton (Gulf Publishing Company, Houston, Texas, 1971) - or a similar text.

2. In groups, role-play staff supervisory interviews using critical incidents, and staging styles of interaction. Use fishbowl or videotape techniques to provide feedback.

3. Students in study groups will discuss their experience in supervision and the factors involved in making it either satisfactory or unsatisfactory personally.

4. Interview a TR (or related) staff worker or professional regarding job satisfaction. Develop a list of important factors.

5. Interview a personnel director (or similar administrative person) in an agency and identify those policies and procedures which would have relevance to the individual staff supervisory process. OR Take employee handbook and do the same.

6. Review in class various structured and unstructured methods of decision-making (Possible Ref. Lewin's Force-Field Analysis; "Creative Behavior" by Sidney Parnes, Charles Scribner's Sons, New York 1967; "Improving Decision-making in Groups" by Gordon Lippitt, in Group Development, NTL, NEA, - Pamphlets). Given 3 separate vignettes requiring decision-making, first work as individuals, then in pairs, then in groups of 4-6 students and arrive at a decision for each vignette. Report and discuss the processes involved.

7. Review in class theories of guidance, counseling, and supervision. (Reference: Barclay "Counseling & Philosophy", Guidance Monograph Series II, Boston, Mifflin Co. 1968). Discuss the differences and, using vignettes, identify the processes.

8. (a) - Review in class some tables of organization with specifications regarding responsibilities delegated to each level of staff. Discuss.
   (b) - Using hypothetical departments with clearly defined numbers of staff and responsibilities, prepare a table of organization with job descriptions.

9. Students respond to the questions, "What makes a job interesting?" "What makes me get bored?" Share responses and discuss job enhancement.

10. Discuss role conflict. Students think of a personal experience in which they were aware of multiple role possibilities for themselves (i.e., friend, counselor, supervisor, father, etc.). Respond to questions, "How was the role defined by the situation?" "Which role emerged as dominant?" "Why?" "What, do you think, would have been the best solution to the conflict?" Discuss these points, emphasizing especially the components of the problem.

11. Discuss the meaning of orientation. Given a hypothetical situation, plan an orientation program for new employees. Give rationales for inclusion of each orientation activity.

12. Do a series of listening exercises. (All or some).

    a. Dyads - taking turns speaking for two minutes about a subject and being a listener who then reiterates what was heard (both verbally and non-verbally).
    b. Triads - Same as above, in rotation, with third person providing feedback.
    c. Variations of the above are to add a period with no eye contact, or with the listener busy at the same time with an unrelated task, or with the listener looking but allowing his mind to wander.

    Discuss in groups.

13. Using simulations ("actors" or individuals who agree to present different characterizations to students), role play a series of hypothetical situations in which student role plays supervisor and the goal remains constant for each role play. Discuss the natural and planned changes in approach which take place. (Each student will have three or four separate characters to "supervise" in individual sessions. In each instance, for example, the supervisor's task is to be one of stimulating the employee to assume greater responsibility for a new program. Actors should be geared to presenting characterizations, for example, of an enthusiastic, committed person; a flighty, careless person whose major interests lie elsewhere; a depressed person who tries hard to do a good job; a person with some authority problems; etc.).

    If simulators are not possible, videotape of role play could be used.

    Discuss each situation after it has been role-played.

Supplementary Evaluative Criteria

1. Given descriptions of four supervisory situations, student will identify the styles of the supervisors and make critical judgments regarding the effect of the supervisors in at least three instances.

2. The student will write a report clearly defining the kinds of rewards which can lead to job satisfaction in TR.

3. Given a list of 10 critical incidents, the student will be able to identify the applicable personnel polices (from a sample handbook) which must be considered in the supervisory process.

4. Given 3 different decisions to make, the student will be able to describe the decision-making process for each one, clearly identifying the factors considered and the process used.

5. Given a list of words and phrases which characterize various styles of supervision, the student will check off those items which he/she thinks characterize him/her. Based on role plays and personal knowledge, other students and faculty will independently check items. Comparison of check lists should yield some measure of the student's reality orientation. (This, if used, should be used with care! It is highly subjective, may be emotionally charged, could be a fine learning experience if handled well, disastrous if not handled well!) (Could be pre-test, post-test).

6. Student will write a brief report identifying key elements involved in the processes of supervision, guidance and counseling and the criteria for appropriate choice of method.

7. Student will prepare an appropriate table of organization and job descriptions for a staff in a hypothetical situation.

8. Given a hypothetical situation in which role conflict presents a problem, the student will write a brief paper analyzing the situation and offering a solution, which must allow for the affective components.

9. Given a hypothetical situation, write a brief paper planning and justifying orientation activities for new employees.

10. Listen and watch a videotaped or live presentation of an individual talking about a hypothetical job situation. Student will identify various aspects of the content, attitudes and feelings presented.

VI. SUB-MODULE # 12 TITLE: SUPERVISION OF PRACTICUM FIELDWORK STUDENTS

VII. SUB-COMPETENCY IT RELATES TO:

Ability to effectively supervise practicum fieldwork students.

VIII. LEARNING OBJECTIVES

1. The student will be able to relate principles and concepts of basic supervision to the specific demands of student supervision.
2. The student will be able to identify key elements of learning in a practicum setting and list educational resources (libraries, schools, agencies) which could enhance that learning.
3. The student will be able to plan and conduct orientation and training programs that could assist other agency staff in supporting the needs and goals of practicum students, thereby enhancing the practicum experience.
4. The student will be able to accurately monitor and assess practicum student performance using formal and informal tools.
5. The student will be able to establish a learning contract between the placement agency and the practicum site, and foster open channels of communication between the two.
6. The student will be able to understand and deal with the problems and emotional needs specific to practicum students who are beginning to assume professional roles. Some of the aspects involved may include the following;
    a. Professional dress and appearance
    b. Role confusion: professional, authority role vs peer concept toward clients

IX. READINGS

1. O'Morrow, Gerald S., editor. Administration of Activity Therapy Service. Springfield, Illinois: Charles C. Thomas 1966, pp. 323 - 327.

2. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972, pp. 128 - 149.

X. AUDIO-VISUAL MATERIALS

No films or videotapes appropriate to this module have been located. The only audio-visual aid that might prove useful would be a video tape for feedback in a role-playing situation between a supervisor and a practicum student. Beyond that, audio-visual aids are not particularly useful approaches to learning the specifics of practicum student supervision.

XI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Discussion topics for study groups

Students in small study groups could discuss issues relevant to the supervision of practicum students. Issues to be discussed might include the following:

a. Professional dress and appearance of students
b. Professional identity of students, including self-concept as an authority figure to clients.

Students would identify ways of approaching these topics (as a supervisor of students), and discuss the strengths and weaknesses of each approach.

2. Role-playing exercises

The following situations may be role-played by students. After the role-play, the class should discuss the dynamics of the way each situation was handled.

Situations:

a. Brotherly University wants to utilize Happy Haven Hospital as a field practicum agency. Happy Haven is not sure whether this will be beneficial or burdensome. Happy Haven has many questions about what duties they have to assume, etc. Role-play a discussion whereby the two agencies agree upon a contract for practicum experience. Roles to be played include the Director of Recreation at Happy Haven and a practicum faculty supervisor from Brotherly University.

b. Thomas is a practicum student at Big City Community Mental Health Center (BCCMHC). He meets weekly with the Director of Recreation at BCCMHC to discuss his progress, receive feedback, and clarify any problems he is having. Role-play a weekly meeting between Thomas and his supervisor. The supervisor should bring out both strengths and weaknesses in Tom's performance, and Tom should take responsibility for articulating his needs within the session.

XII. HOMEWORK ASSIGNMENTS

1. Students should think of an agency where they have been employed or have had practicum experience. The assignment is to plan an orientation program that would introduce various other departments in that agency to the practicum goals and experience for recreation students. The program should be designed to encourage and motivate the other departments to take an active role in enhancing the student experiences. The program should define appropriate, feasible ways for other departments to become involved in the field experience.

2. The student should think of an agency where he/she has been employed or has had practicum experience. He/she should design a checklist, rating scale, or other evaluative tool that would be appropriate for monitoring student performance in that agency. He/she should specify who would utilize the tool (supervisor, peers, etc) and how often an assessment would be made with that tool.

XIII. EVALUATIVE METHODS

1. Present-a-package: oral or written - used as pre test

The student will present evidence that he/she has functioned adequately as an agency practicum supervisor. He/she must have supervised at least three students, each for a minimum of eight weeks. Evidence of competence should include some or all of the following:

a. A letter or telephone call from the director of the agency where the practicum supervision took place. The letter or call should verify that the student has functioned adequately in the above-described supervisory capacity.

b. A packet of orientation and/or evaluation materials that the student has designed and utilized in the supervision of practicum students.

c. Letters or telphone calls from former practicum students who were supervised by the student taking this pre-test. Letters or calls should articulate the methods and techniques of supervision that were utilized within the practicum experience. This information will address the level of knowledge and skill incorporated by the student as a practicum supervisor.

d. A paper or dialogue communicating the personal style of supervision utilized by the student, as well as strategies, methods, and techniques employed by the student in practicum supervision. Also included should be several examples of difficulties encountered and solutions attempted in order to alleviate the problems.

2. Oral or Written Demonstration of Knowledge: to be used as pre-or post-test

The student will answer some or all of the following questions on theoretical, philosophical, and administrative aspects of practicum supervision.

a. Identify three principles or concepts of basic supervision, and discuss the relationship of each to supervision of practicum students.

b. Identify three educational resources found in most cities, and discuss the ways in which each could be utilized to enhance a student's practicum experience.

c. When presented with case data about a practicum agency, the student will outline an orientation program that would be appropriate for use with students beginning their field experience at that agency.

d. The student will identify and discuss three evaluative tools that would be appropriate for monitoring the progress of practicum students.

e. The student will discuss his personal philosophy about professional dress and appearance for practicum students, and will decisively articulate how he/she would handle this sensitive subject as a supervisor of fieldwork students.

3. Action Demonstration of Competence - used as pre - or post-test

There would be no action demonstration for this module, because it is not easily conceivable that a student would arrange to walk into an agency and begin supervising students. If a student were already established in an agency, it is possible that actual student supervision could run concurrent with the course. In that case, however, the student would presumably be able to pass the Demonstration of Knowledge (evaluative method #2) test and would not need to be graded for a semester in the field.

XIV. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Read and discuss current articles relating to clinical supervision(Hyman Dewitz, Elsa Ramsden, "Clinical Education: Interpersonal Foundations in Physical Therapy, October, 1972; "Living Supervision" - proceedings of a workshop for Allied Health Clinicians, Medical College of Georgia, HEW grant number 1 A13AH0073-01, April 24-27, 1973.).

2. Using critical incidents, role-play styles and techniques of supervision in dyads or triads; discuss experiences and give feedback.

3. Read and use selected exercises from Gazna, Walters, Childers, "Human Relations Development" A Manual for Health Sciences. Allyn and Bacon, INc. (1975) 470 Atlantic Ave. Boston Mass. 02210 (paperback-possibly good text for class)

4. Read and discuss: Miller, Nunnally, Wackman, "Alive and Aware - Improving Communication in Relationships", (1975) Interpersonal Communication Programs, Inc. 300 Clifton Ave. at the Carriage House, Minneapolis, Minn. 55403.

5. Study a major text, such as Hilgard and Bower, "Theories of Learning" 1966, Appleton-Century - Crofts, Meredith Corp., N.Y. with discussion of major theories.

6. Using videotape, do a role-play of supervisory situations. Play back so that individuals may receive feedback and discuss the major elements of style and dynamics. Videotape may be used repeatedly as individual works on changing or trying out new styles or techniques.

7. Make 2 lists; 1-authority and responsibilities appropriate to students on practicum fieldwork assignments: a) at the beginning of the assignment and b) at the end of the assignment; and 2-authority and responsibilities of the therapeutic recreation professional level staff member.

   Identify areas which are the same, areas which are discrepant, and discuss in class the significance to the student. Using vignettes (from real situations, hopefully) discuss the range of feelings and behaviors involved.

8. Review materials, objectives and descriptions relating to established practicum programs (college/university). Discuss them and their integration with actual practicum experiences.

9. In actual clinical setting, explore through telephone calls, visits and interviews, the libraries, schools and other resources, within the center and in the surrounding area (with specified practical limits) for their potential in adding to students experiences. Develop a file with essential information for that setting.

10. Through interview with 2 practicum supervisors in 2 different placement settings, explore and list the expectations benefits, services and requirements of each.

11. Read sample contracts and descriptions of college/university programs. Write a plan for a TR program, including staffing patterns, in-service plans, contractual arrangements, objectives for this program as it articulates with a given academic program in providing practicums for its students.

12. Role play an interview with a representative of college/university programs to set up TR practicum.

13. Review sample student manuals or plans from actual placement settings. Discuss importance of planning.

14. Using vignettes of actual situations, discuss in class the ways in which a supervisor can be kept aware of students' performance. Discuss implications with regard to feelings which are involved (for example, "authority problems") and ways of working with them. Role-play as appropriate.

15. Interview an active TR student supervisor and ask for information about how he/she makes assessment of student performance. Discuss in class.

16. Review formal tools (written evaluation forms) used for student assessment.

17. Discuss the relationship between objectives and assessment.

18. Practice, using previously developed lists of objectives, documenting ways of evaluating the extent to which objectives have been met.

19. Discuss observation. Using videotapes, do written evaluations of a carefully defined set of performance criteria (such as, those involved in teaching tennis to a client, etc).

20. Using real or simulated situations, role play contact between supervisor and agency placement personnel around such issues as; initial planning, contract setting, critical incidents, evaluation, termination. Use feedback and discussion.

Supplementary Evaluative Criteria

1. Given vignettes and/or preferably videotapes describing supervisory situations, student will be able to identify in writing the major elements of the dynamics involved.
2. Given critical incidents describing supervisory problems, student will be able to suggest effective techniques for resolving them either orally, in role play, or in a written paper.
3. Given a list of major learning theories, student should be able to write major points for each and hypothesize the ways in which these theories might be demonstrated in the supervisory setting.
4. Write a brief paper, giving self-assessment of supervisory competency. This could be validated in a variety of ways, possibly best by peer feedback either in discussion or in writing.
5. Write a brief paper on what it means, in terms of internal and external realities, to move from being a student to being a professional.
6. Given a list of college/university-based practicum objectives, write brief statements of what their meaning would be within a given, familiar clinical setting.
7. Given 5 descriptions of actual programs, list valid means of monitoring students' experiences.
8. Given real or videotaped performances of students to observe, do an assessment based on prescribed criteria in 4 different areas:
    - a. Student establishes initial rapport with client.
    - b. Student teaches skill to client.
    - c. Student relates to ward (or other) personnel involved with client.
    - d. Student relates to supervisor.

VI. SUB-MODULE #13 TITLE: SUPERVISION OF VOLUNTEERS

VII. SUB-COMPETENCY IT RELATES TO:

Ability to utilize and supervise volunteers for the enhancement of TR services.

VIII. LEARNING OBJECTIVES

1. The student will be able to discuss the use of volunteers in recreation: theories, practices, approaches, advantages, disadvantages.
2. The student will be able to identify and discuss volunteer recruitment in terms of:
   - a) Recruitment methods
   - b) Potential sources of applicants
   - c) Construction of volunteer job descriptions
   - d) Administration of interview and selection processes.
   - e) Awareness of needs and motives of prospective volunteers.
3. The student will be able to organize and implement orientation and training sessions for volunteers.
4. The student will be able to discuss and implement supervision and recognition of volunteers in terms of:
   - a) Tools and methods for monitoring volunteer performance and maintaining records of service.
   - b) Methods of conveying recognition and appreciation of volunteer services.

IX. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972, pp. 168-171.
2. O'Morrow, Gerald S., editor. Administration of Activity Therapy Service. Springfield, Illinois: Charles C. Thomas, 1966, pp. 203-226.
3. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia: Lea and Febiger, 1975, pp. 267-272.
4. Kraus, Richard G. and Curtis, Joseph E. Creative Administration in Recreation and Parks. St. Louis: The C.V. Mosby Company, 1977, pp. 96-98.

X. AUDIO-VISUAL MATERIALS

1. It is recommended that the instructor contact a local agency which utilizes volunteers and which has an orientation film shown to prospective or newly accepted volunteers Such a film would illustrate for students a type of film which might be used with volunteers.

2. Students may also view a film on a specific, handicapped population, if the film would be appropriate for an orientation of volunteers in an agency serving that population. Such films may be borrowed from the local public library, colleges, and non-profit organizations such as the Easter Seal Society, County Association for Retarded Citizens, institute for the blind, etc.

XI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Discussion topics for study groups

   Students in small study groups could discuss issues relevant to the supervision of volunteers. Issues to be discussed might include the following:

   a. The needs and motives of persons desiring to be volunteers.

   b. The differences between volunteers and paid professional employees with respect to status, job responsibilities and privileges, types and amounts of monitoring and supervision required, goals, rewards, degree of commitment and investment, role expectations, etc.

2. Role-playing exercises

   Students may role-play the following situations. After the role-play, the class should discuss the dynamics of each situation, along with the strengths and weaknesses of the way each situation was handled.

   Situations:

   a. An interview of a prospective volunteer by the Supervisor of Recreation at a residential facility for retarded children.

   b. A recruiting presentation by a member of the Recreation Department at a senior citizen home. The presentation will be a speech delivered to a women's auxiliary group, followed by questions from members of the group who are potential volunteers.

XII. HOMEWORK ASSIGNMENTS

1. The student will identify an actual or hypothetical agency that utilizes volunteers in recreation. He/she will design a recognition system for appreciation of volunteer services in that agency. He/she will write a paper describing that system.

2. The student will interview a community person who utilizes volunteers in his/her recreation program. The student will ask questions about recruitment, selection, training, supervision, and recognition of volunteers.

XIII. EVALUATIVE METHODS

1. Present a package (oral or written) - used as pretest

The student will present evidence that he/she has functioned adequately as a supervisor of volunteers at a recreational or related agency. He/she must have recruited and supervised at least three volunteers for a minimum of eight weeks. Evidence of competence should include some or all of the following:

a. A letter or telephone call from the director of the agency where the supervision of volunteers occurred. The letter or call should verify that the student has functioned adequately in the recruitment and supervision of volunteers.

b. A packet of orientation materials that the student designed and utilized in the supervision of volunteers.

c. A project report on, or a program from, a recognition ceremony that the student planned and implemented while supervising volunteers.

d. Letters or telephone calls from volunteers who were supervised by the student. Letters or calls should indicate the kind and amount of supervision received while volunteering, which will address the level of knowledge and skill incorporated by the student as a volunteer supervisor.

e. A paper or dialogue communicating the personal style of supervision utilized by the student, as well as strategies, methods, and volunteer supervision. Also included should be several examples of difficulties encountered and solutions attempted in order to alleviate the problems.

2. Oral or Written Demonstration of Knowledge: pretest or post test

The student will answer some or all of the following questions on theoretical, philosophical, and administrative aspects of volunteer supervision.

   a. Discuss the utilization of volunteers in recreation with respect to theories, approaches, advantages, and disadvantages.

   b. Identify and discuss the processes and techniques involved in volunteer recruitment.

   c. Identify and discuss the processes and techniques involved in volunteer supervision and recognition.

3. Action Demonstration of Competency: to be used as a pretest prior to the course

To pass this test, the student should arrange to recruit and supervise volunteers within the Therapeutic Recreation Department of an actual agency. It might be an agency with which the student is already affiliated, or an unfamiliar agency. In either case, the student must recruit at least three volunteers and supervise them for a minimum of eight weeks. The Supervisor of the Recreation Department must confirm that the student has fulfilled his/her obligations thoroughly and satisfactorily.

This test would not be useful as a post-test within a course, as it would take at least 8 weeks to complete. It would also not be useful as a pretest within a course, for the same reason. However, it has limited value as a pretest prior to the course in which it would normally be taught. That is, a student could arrange the pretest for the semester preceding the course, and thereby finish pretesting in time to "competency out" or in time to participate in the module learning.

MODULE PACKET #14/15/16/17

IN-SERVICE TRAINING

MODULE PACKET #14/15/16/17

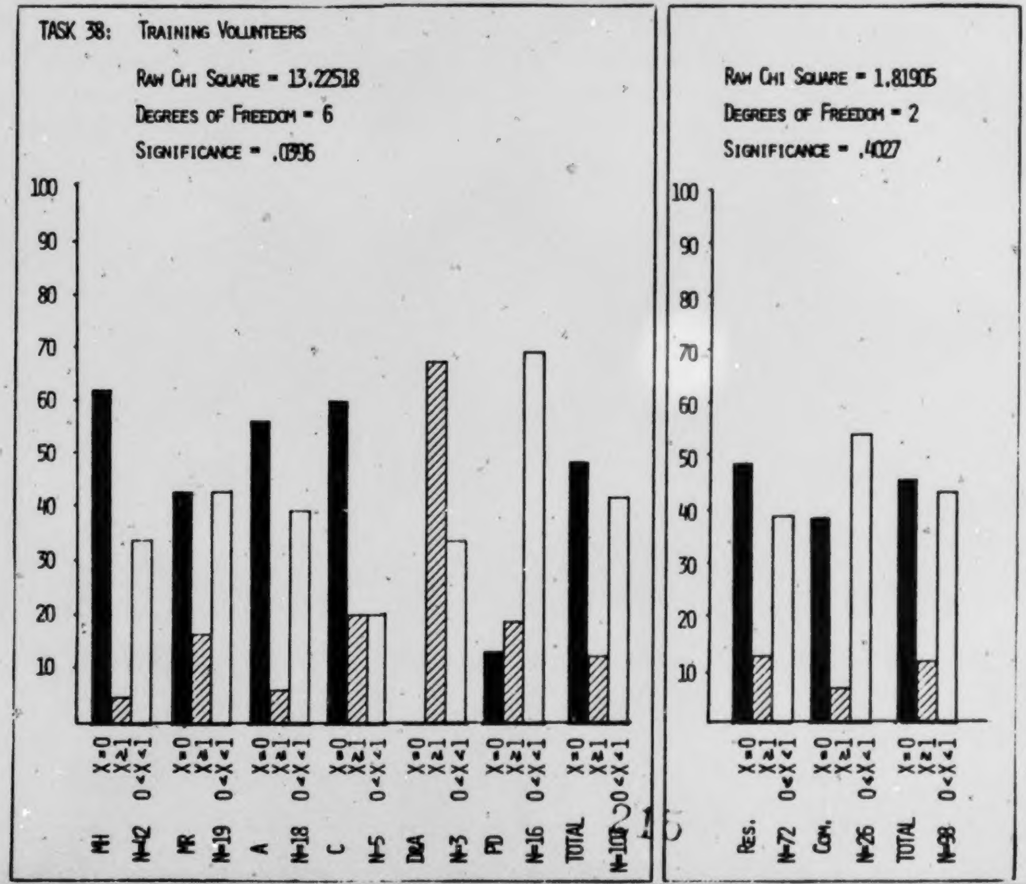
I. MODULE TITLE: IN-SERVICE TRAINING

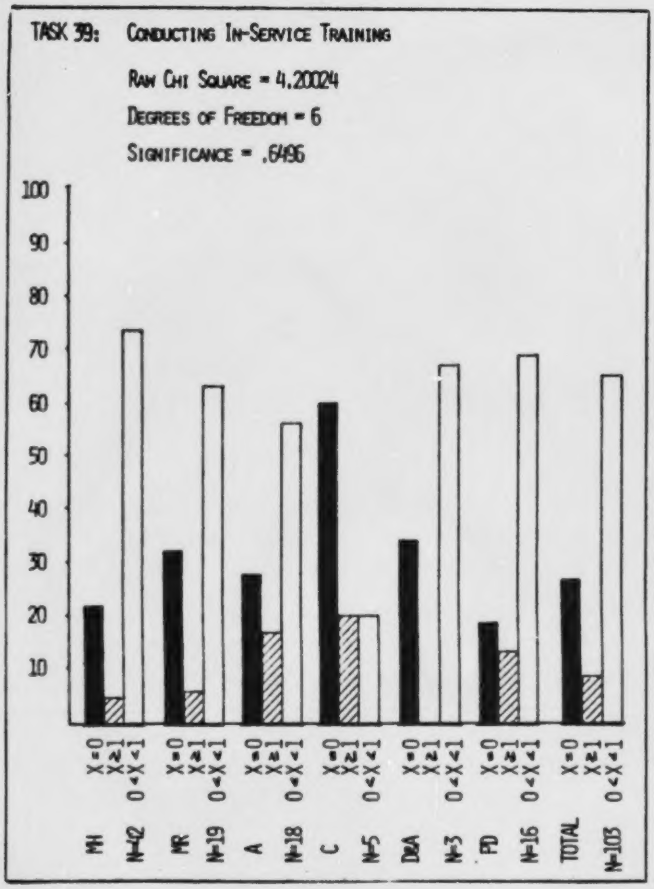
II. COMPETENCY IT RELATES TO: Ability to effectively design, conduct, and evaluate in-service training programs.

The above competency combines four sub-competencies which were originally stated independently during earlier stages of the grant. The earlier competencies were as follows:

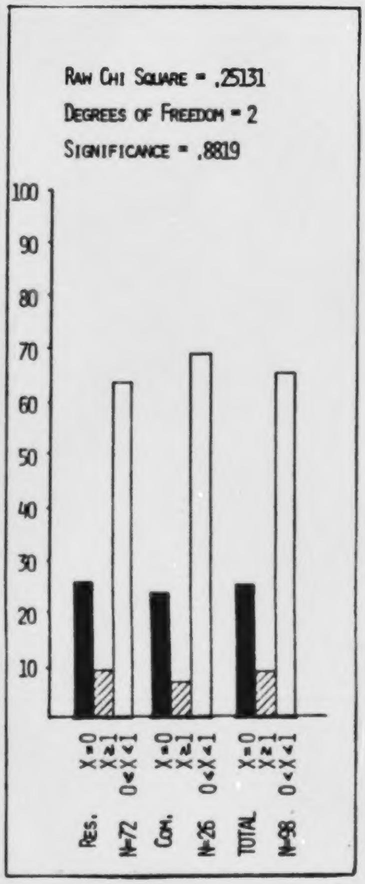
1. Ability to identify training needs of staff and volunteers.
2. Ability to develop learning objectives from identified training needs.
3. Ability to identify and develop training activities to meet specified learning objectives.
4. Ability to evaluate the cost and effectiveness of training programs.

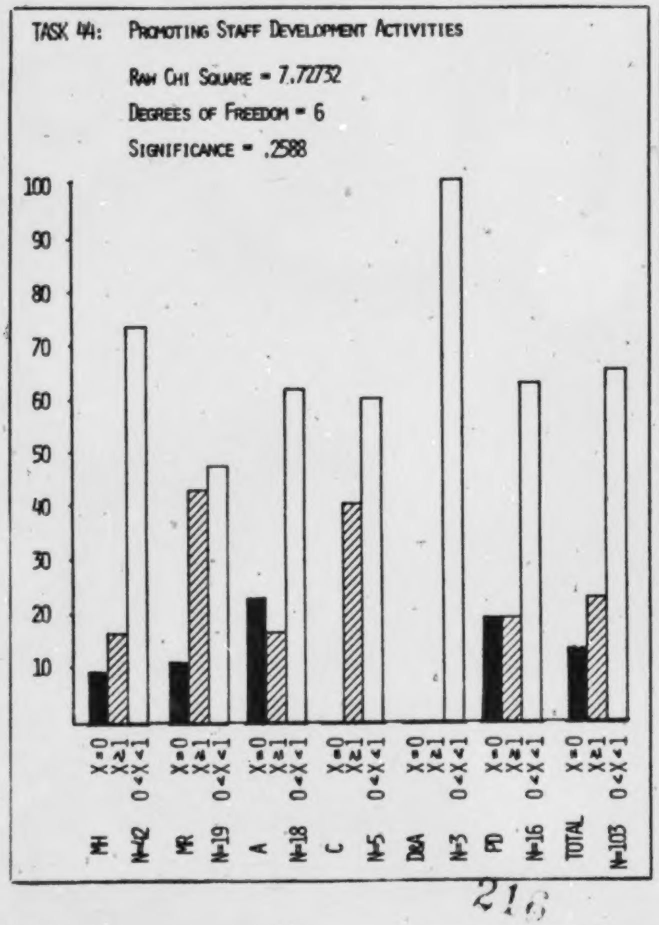
III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS



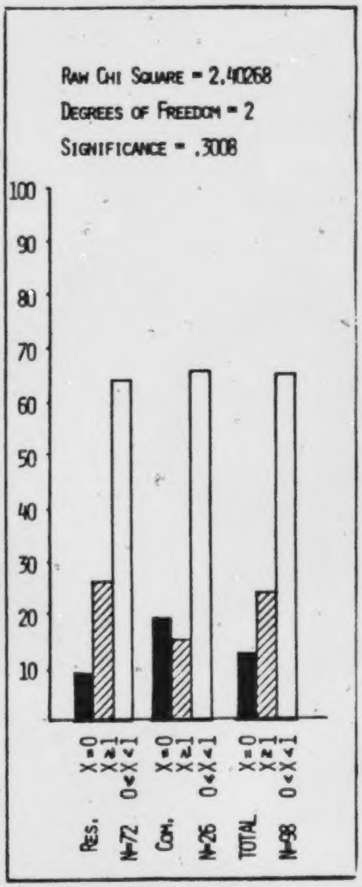


TASK 39: CONDUCTING IN-SERVICE TRAINING



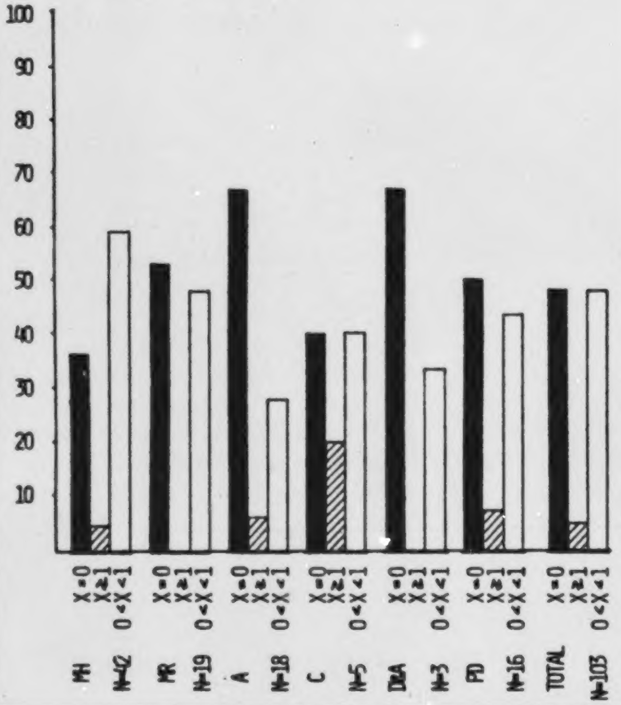


TASK 44: PROMOTING STAFF DEVELOPMENT ACTIVITIES

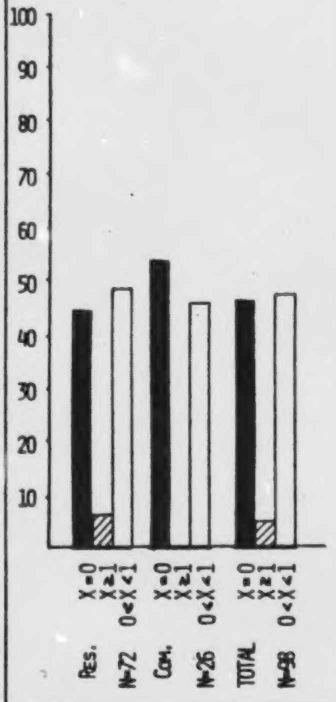


TASK 45: DEVELOPING TRAINING EXPERIENCES FOR TR STUDENTS

Raw Chi Square = 6.54953
Degrees of Freedom = 6
Significance = .3646

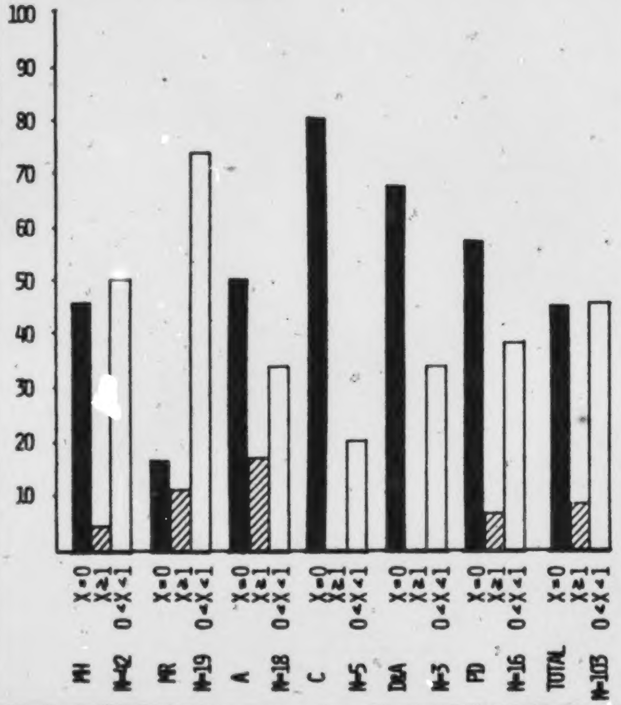


Raw Chi Square = 2.18952
Degrees of Freedom = 2
Significance = .3347

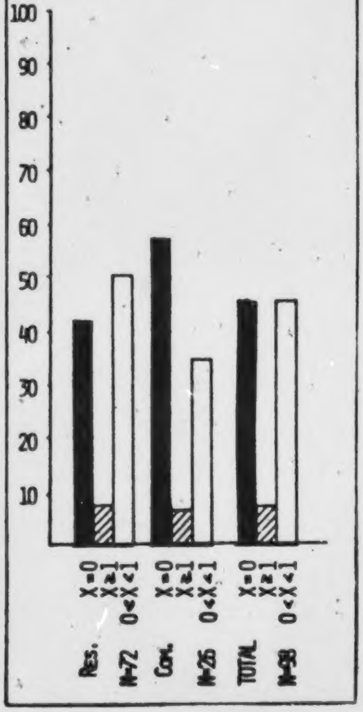


TASK 46: DEVELOPING TRAINING MATERIALS

Raw Chi Square = 10.22516
Degrees of Freedom = 6
Significance = .1155



Raw Chi Square = 2.06261
Degrees of Freedom = 2
Significance = .3565



Of all persons surveyed on Task #39, Conducting In-Serving Training, 26.2% are never involved while 65.0% are involved less than weekly. Only 8.7% of all respondents were involved at least once per week. There was no significance found with respect to disability grouping nor treatment setting.

Of the other four tasks pictured on the preceding pages, only Task #38, Training Volunteers, was significant (.0396) with respect to disability grouping. Of respondents in Mental Health, 61.9% never trained volunteers while 33.3% trained volunteers less than weekly, and only 4.8% did volunteer training once or more per week. In Physical Disabilities, only 12.5% never trained volunteers, while 68.8% trained volunteers less than weekly, and 18.8% did training more than once per week.

In Mental Retardation, respondents were equally divided in volunteer training between those who were involved less than weekly or not involved at all (42.1%, 42.1%, respectively). The remaining 15.8% were involved more than once per week. For respondents employed in Aging, only 5.6% trained volunteers at least weekly. The majority of that population (55.6%) never did volunteer training, while 38.9% were involved less than weekly.

There were no significant relationships among responses to the other tasks associated with in-service training.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY # 14	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
9	1	1	OF ASSESSING TRAINING NEEDS	4	2	5	IN ASSESSING PERSONNEL RESOURCES
5	4	2	OF TRAINING PURPOSES	2	3	5	IN ASSESSING JOB REQUIREMENTS
0	4	7	OF JOB REQUIREMENTS	1	3	5	IN ASSESSING TRAINING NEEDS
0	5	5	OF PERSONNEL RESOURCES				
2	3	5	OF TRAINING RESOURCES				
0	1	8	OF STAFF RELATIONSHIPS				
16	18	28	SUB-TOTAL FOR KNOWLEDGES	7	8	15	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⇒	23	26	43	

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #15	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
1	3	7	OF EXPECTED BEHAVIORS	7	3	0	IN DETERMINING EXPECTED PERFORMANCE
5	3	3	OF METHODS OF CHANGE	5	3	2	IN DESCRIBING EXPECTED BEHAVIOR
9	0	2	OF IMPORTANCE OF OBJECTIVES	6	3	1	IN STATING BEHAVIORAL OBJECTIVES
15	6	12	SUB-TOTAL FOR KNOWLEDGES	18	9	3	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	33	15	15	

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #16	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
8	2	0	OF LEARNING ACTIVITIES	1	2	8	IN TAPPING OUTSIDE RESOURCES
3	5	3	OF LEARNING OPPORTUNITIES	0	3	8	IN EVALUATING TRAINING ACTIVITIES
6	4	1	OF TRAINING DESIGNS	3	2	6	IN GATHERING TRAINING MATERIALS
2	3	6	OF AGENCY RESOURCES	4	5	3	IN ORGANIZING TRAINING ACTIVITIES
19	14	10	SUB-TOTAL FOR KNOWLEDGES	8	12	25	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	27	26	35	

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #17	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
9	2	0	OF EVALUATING SOURCES	2	3	6	IN REVISING TRAINING PROGRAMS
7	3	3	OF TRAINING COSTS	3	2	6	IN EVALUATING TRAINING OUTCOMES
				1	3	7	IN ANALYZING TRAINING COSTS
16	5	3	SUB-TOTAL FOR KNOWLEDGES	6	8	19	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	22	13	22	

At the time of the Survey on Knowledges and Skills, the competency on in-service training was composed of the four separate sub-competencies mentioned earlier (see Section II). Therefore, the results of the survey are separate for each sub-competency.

For the sub-competency on identifying training needs, both knowledges and skills were felt to be best learned on the job (28/62 responses and 15/30 responses, respectively). For the sub-competency on developing training objectives from training needs, respondents chose the classroom as the best place for learning knowledges and skills (15/33 responses and 18/30 responses, respectively).

For developing training activities to meet learning objectives, respondents felt that knowledges were best learned in the classroom (19/43 resonses) while skills were best learned on the job (25/45 responses). This split occurred, also, in evaluating the cost and effectiveness of in-service programs. For that sub-competency, knowledges were felt to be best learned in class (16/24 responses) and skills best learned on the job (19/33 responses). It was interesting that no knowledges or skills for any of the four sub-competencies were judged to be best learned in a practicum field placement.

V. CONTENT SUMMARY OF MODULE

This module contains separately developed sections on learning objectives, participatory exercises, homework assignments, and evaluative methods for each of the four sub-competencies. However, there is only one section on readings and one section on audio-visual materials, and each of those sections represents all sub-competencies within the entire module. Additionally there is a supplementary section which contains comprehensive evaluative methods that test mastery of the overall competency: "ability to design, conduct, and evaluate in-service training programs."

A review of this format is as follows:

1. Section VI - Readings: applicable to entire module
2. Section VII - Audio-Visual Materials: applicable to entire module
3. Sections VIII through XIV: Sub-module sections specifically and individually developed for each sub-competency within this module packet
4. Section XV - Comprehensive Evaluative Methods: designed to test mastery of the overall competency: "ability to design, conduct, and evaluate in-service training programs."

VI. READINGS

1. Human Forces in Teaching and Learning. National Training Laboratories, National Education Association: 1201 Sixteenth St. NW, Washington 6, D.C. 1961.
2. Kraus, Richard G. and Curtis, Joseph E. Creative Adminsitration in Recreation and Parks. St. Louis: The C.V. Mosby Company, 1977, pp. 83-87 and 262-263.
3. O'Morrow, Gerald S. Administration of Activity Therapy Service. Springfield, Illinois: Charles C. Thomas, 1966, pp. 315-323.
4. Pfeiffer, J. William and Jones, John E. Structured Experiences for Human Relations Training. University Associates, 1974, volumes # I, II, III, and IV.
5. Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration. Reston, Virginia: Reston Publishing Company, Incorporated, 1976, pp. 23-26 and 218-219.

VII. AUDIO-VISUAL MATERIALS

It is not recommended that films be sought depicting the process of in-service training, including such tasks as identifying training needs or developing learning objectives. Few (if any) such films would exist, and their value would be questionable.

However, useful films might illustrate specific content areas covered by various in-service training sessions. For example, an in-service program on safety procedures in recreation settings might include a film on first aid.

Following is a list of possible sources for films, brochures, records, and other audio-visual materials relating to in-service content areas within therapeutic recreation.

1. Libraries (public and private)

   This source would include the local public library, nearby university libraries, and possibly some hospital and institutional libraries.

2. Governmental Agencies (local, county, state, and federal)

   A few examples are the (state's) Department of Consumer Affairs, the (local) Mayor's Office of Information, the (state) governor's Committee on the Handicapped, the (city) Public Health Department, and the (federal) Office of Education.

3. Charitable and Service Organizations

   Some examples are the Easter Seal Society, United Cerebral Palsy Foundation, and Planned Parenthood.

4. Professional Organizations

   This would include the National Recreation and Park Association, American Camping Association, and the American Medical Association.

SUB-MODULE #14

VIII. TITLE OF SUB-MODULE #14: Identification of Training Needs of Staff and Volunteers

IX. SUB-COMPETENCY IT RELATES TO:

Ability to identify individual and group training needs of staff and volunteers.

X. LEARNING OBJECTIVES

1. The student will be able to identify the skills, knowledges, and attitudes required in a given job position.
2. The student will be able to identify, design, and administer instruments to assess the current skills, knowledges, and attitudes of staff.
3. The student will be able to identify the discrepancies between levels of skills, knowledges, and attitudes required for a given job position and levels actually presented by staff.
4. The student will be able to understand and discuss possible reasons for conducting in-service training and possible motivations for attending training sessions.

XI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. When presented with a case description of an agency setting, students will list orally the skills, knowledges, and attitudes that would be necessary or desirable within a specific recreation position. The following case example would be applicable for this exercise:

> Rainbow House is a transitional residence for mildly to moderately retarded clients who are preparing for independent community living. Located in a residential neighborhood within a large metropolitan city, the facility houses 15 clients, aged 18-47. The staff consists of a Residence Director, Houseparents, and two Community Liaisons who are responsible for leisure counseling, community integration of clients, and training of clients in social and independent living skills.

2. In the preceding case study, have students imagine that they hold the position of Residence Director. Discuss the various tools or instruments that might be used to assess training needs of the Houseparents and Community Liaisons.

3. Students will divide into study groups, and each group will prepare a case description as illustrated in #1 (preceding page). Groups will trade case descriptions and then discuss the possible reasons for conducting in-service in the case they have just read. Groups will also discuss the motivations for attending training programs in the the given case.

XII. HOMEWORK ASSIGNMENTS

1. Each student will select an instrument or a method for assessing current knowledges, skills, and/or attitudes of staff at the agency where he/she is affiliated. The student will administer the assessment procedure and write a short report summarizing the procedure and the results. The student will list the areas where staff training seems to be needed, as indicated by the assessment.

2. The student will list the knowledges, skills, and attitudes necessary for a specific recreation position at the agency where he is affiliated. He will then mentally assess the knowledges, skills, and attitudes currently presented by the person who holds that position, and will list these, also. He will then compare the two lists and note the training needs indicated by the discrepancies between the lists.

XIII. EVALUATIVE METHODS

1. Oral or Written Demonstration of Knowledge:

   The student will answer the following questions:

   a. When presented with case information about a specific job position at a given type of agency, the student will list the skills, knowledges, and attitudes that would be required for that position.

   b. When presented with case information about the knowledges, skills and attitudes of a fictitious person who holds the job position described in (a) above, the student will compare this information with the characteristics he deemed necessary in the previous (a) question. He will then identify the training needs indicated by discrepancies between the two sets of qualities.

2. Present-a-package (oral or written) as a pre-test;

Action demonstration of competence as a pre-or post-test;

The above two remaining types of evaluative methods are uniquely identified in relation to this module and the other three modules (#15 through #17) in the sequence.

The grant staff felt that the four sub-modules in the sequence are so interdependent that some forms of evaluation of skill in one sub-module area would be inappropriate without concurrent demonstration of competence in each of the other areas. That is, the component sub-modules of in-service training can not be adequately evaluated as isolated competencies, but rather, an evaluative method should measure competence in the composite ability to plan, conduct, and evaluate in-service training.

For example, a student who wishes to pre-test out of only Sub-Module #14 (Identifying Training Needs of Staff and Volunteers) would find the "present-a-package" method inappropriate. How useful would it be for his supervisor to confirm that he identified training needs well without linking this to some higher competence in having conducted a complete in-service program? While each component is vital to the larger competency, it is essential to test the components in combination with each other, since their coordination makes them an important competency. By themselves, their value is greatly decreased.

An analogy to this situation would be a person applying for a position as a baker who can perform all the component skills such as cracking eggs, creaming butter, and sifting flour. It makes sense to test these isolated skills during a training period. However, if he is being evaluated as a baker for a pre-or-post test, there is little value in an excellent demonstration of egg-cracking when a complete cake is the desired product. Similarly, it is important that a student show competence in each component of the in-service sequence while he is learning. If he is ready to present a package of his expertise or demonstrate his competence in an agency setting, however, he must perform the four competencies consecutively as part of a total presentation.

Therefore, for each of the sub-modules in the in-service sequence (#14 through #17), only an oral or written demonstration of knowledge will be developed as a method for testing within the classroom. No agency demonstration ideas will be developed.

As a supplement to the four modules, evaluative methods have been developed that measure competence in the entire sequence of planning, conducting, and evaluating in-service training. These comprehensive evaluative methods are presented in depth in the section "Supplement to Module Sequence #14 through #17": Comprehensive Evaluative Methods.

XIV. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities:

1. Locate and read two sources on assessment of training needs. Summarize the important points in a two-page report.

2. Through reading, become familiar with two techniques for identifying training needs. Share your two techniques with those of the other members of your study group. Discuss the advantages and disadvantages of each technique.

3. Read two sources on the design and use of questionnaires. Identify an attitude related to your college department that you would like to assess in your classmates. Design a questionnaire and administer it to your classmates. Discuss with them afterwards what you attempted to measure and whether your results are valid.

4. With your study group, become familiar with a local direct service facility. Choose 4 attitudes or skills that you wish to assess in relation to personnel from a specific department (nursing, recrea- etc.). With your study group, observe the department members at work and rate them on the target skills/attitudes. Compare your assessment with those of your fellow study group members.

5. With your study group, name 4 reasons or situations that would indicate a need for staff or volunteer training. Together, list as many objectives as you can think of that would be relevant to each situation.

6. Choose a rehabilitation facility that you are familiar with, and list the skills, knowledges, and attitudes that you believe an activity therapist in that agency should have. Then visit the agency again and assess these qualities in two therapists. Based on their strengths and deficiencies, outline the training needs that you perceive.

7. Choose a local direct service agency that you are familiar with. Summarize the observable attitudes of their activity personnel towards their jobs, and cite specific examples of the effects of their attitudes on their actual job performance.

226

Supplementary Evaluative Criteria

1. When questioned about techniques for assessing training needs, the student must list five established techniques and write a brief description of the procedures involved with each. The list and descriptions must be satisfactory to the course instructor.

2. When presented with a list of techniques for assessing training needs and a list of informative statements about the various techniques, the student will correctly match the techniques to the statement in 90% of the choices.

3. When presented with a list of purposes for in-service training and a list of objectives related to each purpose, the student will correctly match 90% of the purpose-objective pairs.

4. The instructor will select an agency for the student to visit; an agency not previously visited for other assignments. After a one-hour on-site observation period, the student will list the knowledges, skills, and attitudes he believes are necessary for personnel in a specified position. His oral answer must be satisfactory to both the course instructor and the supervisor of personnel in the specified department.

5. The instructor will specify a skill, knowledge, or attitude that the student must assess in his classmates. The student will choose two techniques of assessment and carry them out fully. The instructor will grade the student according to the appropriateness of his techniques and procedures and how closely his results answer his original questions.

6. When presented with descriptive data about the abilities and attitudes of personnel in a hypothetical job situation, the student will write 2-3 pages discussing the effect that these abilities and attitudes might be expected to have on job performance. The student will include a few paragraphs on the types of training that might alleviate the negative effects while capitalizing on the staff strengths. The entire report must be satisfactory to the course instructor.

7. When presented with a specific client population and therapeutic setting, the student will write a list of the knowledges, skills, and attitudes necessary for an entry-level recreation therapist position at that hypothetical agency. The list must be judged essentially complete by a supervisor of recreation therapy at the type of agency described.

8. In a written test, the student will be able to identify a minimum of four methods for assessing training needs.

9. Given an essay assignment, the student will be able to compare and contrast the variety of motivational factors involved in training program attendance.

SUB-MODULE #15

VIII. TITLE OF SUB-MODULE #15: Developing Learning Objectives from Training Needs

IX. SUB-COMPETENCY IT RELATES TO:

Ability to develop learning objectives from identified training needs of staff and volunteers.

X. LEARNING OBJECTIVES

1. The student will be able to identify the specific dimensions and delimitations of defined areas of training need.
2. The student will be able to formulate learning objectives utilizing concise, behavioral terminology.
3. The student will be able to specify performance measures or criteria for each learning objective.

XI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students should meet in study groups and articulate several areas of training need within a specific rehabilitation setting. They should next translate these needs into behavioral learning objectives. Students will then exchange their lists of needs and objectives with those of another study group. They will discuss how closely the objectives address the needs, and to what extent the objectives are stated clearly in behavioral terms. Students will return the lists to their original authors, and feedback will be exchanged.

   An example of a set of needs that may be presented for translation into learning objectives is as follows:

   The setting is a short-term rehabilitation center for clients who have suffered paralysis or loss of limbs through traumatic injury or disease. The facility accepts children and adults. The therapeutic recreation staff consists of a director and three therapists. The therapists are recent graduates in recreation with a minimum of experience. They have the following needs:

   a. More knowledge about physiological aspects of clients' illnesses and injuries.

   b. More sensitivity to clients' emotional reactions to their injuries.

   c. More skill in selecting activities that are specifically geared to the emotional needs of traumatically injured clients.

2. Given the following training objective and corresponding set of performance criteria, students will discuss which criteria seem most appropriate to the objective, and for what reason.

Sample:

Training Objective: The recreation therapist will be able to plan and lead a variety of client activities.

Possible Performance Criteria:

a. The therapist will plan and lead one client activity in each of the following areas: music, art, dance, drama, sports, games, special events, camping, sewing, cooking, woodworking, and auto maintenance.

b. The therapist will plan and lead a client activity in two of the following areas: art, music, dance drama, or sports. Other activity areas may be acceptable with the approval of the director. Activity sessions should be carried out within two weeks, and therapist will receive feedback on strengths and weaknesses from peer therapists. Peer therapists will comment on leadership techniques and appropriateness of activity for client age and ability.

c. The recreation therapist will plan and lead many different activities, never repeating one during any given week.

Discussion about the above performance criteria should address such issues as:

a. Does the criterion specify exactly what behavior must be performed?

b. Does the criterion specify when and under what conditions the behavior must be performed?

c. Does the criterion specify who will evaluate the performance and what they will base their evaluation on?

d. Does the criterion allow for flexibility in meeting the needs of the therapists with different interests and abilities?

XII. HOMEWORK ASSIGNMENTS

The student will translate each of the following training needs into a behavioral learning objective with accompanying performance criteria. This written assignment will be evaluated by the instructor on clarity and appropriateness.

Training Needs for recreation therapists on a pediatric unit of a general hospital

1. Knowledge of hospital routines and procedures that child patients will experience.
2. Knowledge of diseases and injuries common to patients admitted to that unit.
3. Skill in helping children express fears about hospitalization and illness.
4. Skill in maintaining treatment records.
5. Skill in dealing with terminal illness in children.

XIII. EVALUATIVE METHODS

1. Oral or written demonstration of knowledge;

   The student will meet the following requirements:

   a. When presented with a set of training needs, the student will translate them into behavioral training objectives.

   b. When presented with a set of training objectives, the student will specify performance criteria for each objective. The criteria should indicate what behavior is expected; when and under what conditions; by whom; and how the behavior will be evaluated.

2. Present-a-package (oral or written) as a pre-test

   This option was developed only in connection with the overall competency "ability to plan, conduct, and evaluate in-service training." It was not perceived as an appropriate evaluative technique for a sub-competency independent of the other related sub-competencies.

3. Action Demonstration of Competency as pre or post-test

   This evaluative technique was also not considered appropriate for a sub-competency independent of its related sub-competencies. (see Section VIII, #2, of Sub-Module #14)

Supplementary Learning Objectives

1. Participate in an in-service training program or workshop of your choice and identify the following three items:

    a. The learning objectives of the training experience

    b. The activities engaged in during training experience

    c. Evaluation - did activities provide what was needed to be learned? How valuable was the experience?

2. Report to class on above assignment in a brief oral presentation.

3. In a small group discussion with peers, faculty, or agency personnel, identify the motivation factors that can be present regarding attendance at training programs.

Supplementary Evaluative Criteria

1. In a written test, the student will be able to identify a minimum of six possible reasons for training.

2. In a written test, the student will be able to describe the three steps involved in identifying training needs.

3. Given a list of training needs, the student will be able to establish a learning objective for each one.

SUB-MODULE #16

VIII. TITLE OF SUB-MODULE #16: Developing Training Activities to Meet Learning Objectives.

IX. SUB-COMPETENCY IT RELATES TO:

Ability to select, organize, and implement training activities to meet specified learning objectives.

X. LEARNING OBJECTIVES

1. The student will be able to list and discuss a variety of in-service training designs and techniques.
2. The student will be able to list and discuss a variety of formal and informal training activities.
3. The student will be able to locate and utilize available learning opportunities outside of the parent agency, i.e. conferences, workshops, seminars, program observations.
4. The student will be able to identify and locate a variety of human, organizational and literary resources, both within and outside of the parent agency, to aid in developing learning activities.

XI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. In their respective study groups, students will list as many formal and informal training activities as they can. The class will meet back together to share the list and discuss the potential strengths of each activity.
2. Using the following categories as a guideline, students in each study group will list resources that could be useful in developing a training activity or design.

   The categories are:

   a. Human Resources (individual who are knowledgeable in areas related to therapeutic recreation)

b. Organizational Resources
   1. Libraries
   2. Charitable and Service Organizations
   3. Professional Organizations
   4. Government Agencies

c. Literary Resources (journals, books, magazines)

XII. HOMEWORK ASSIGNMENTS

1. Each student should compile a list of learning opportunities currently available outside of the parent agency. The opportunities may include conference, workshops, seminars, and other agency programs which could be observed. Then each student should choose one opportunity to attend and participate in. The student should write one page discussing the ways in which the opportunity could have been useful as a training activity.

2. The student will compile a list of ten names and addresses of possible human, organizational, and literary resources for developing training activities. The student should note what training topics would most likely relate to each resource listed. Then the student should visit one person or organizational office and write one page on how that resource would be useful in developing training activities.

XIII. EVALUATIVE METHODS

1. Oral or Written Demonstration of Knowledge

   The student will answer the following questions:

   a. The student will list and discuss four in-service training designs or techniques.

   b. When presented with a list of five formal or informal training activities, the student will describe the content and process of each.

   c. The student will list and discuss five actual examples of human, organizational, and/or literary resources that could be useful in developing training activities.

2. Present-a package(oral or written) as a pre-test

   This option has been developed only in connection with the overall competency "ability to plan, conduct, and evaluate in-service training." It was not perceived as a useful evaluative technique for a sub-competency independent of the other sub-competencies.

3. Action demonstration of competence - as pre-or post-test

   This evaluative technique was not considered appropriate for a sub-competency independent of its related sub-competencies. (see Section VIII, #2, of Sub-Module #14)

XIV. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. In your study group, organize and experience the following three training designs: Role playing, the case method and the incident method.
2. Visit a local agency of your choice. Assess and report their learning resources.
3. Design a one-day in-service program or workshop related specifically to your assigned training need. Include a list of training materials or aids that will be utilized.

Supplementary Evaluative Criteria

1. In a written test, the student will be able to match 90% of the training designs listed to the appropriate training aids that can be utilized in that design.
2. Given a list of 5 training objectives, the student will be able to specify and justify a minimum of one learning activity appropriate to each training objective.
3. Covering a two-month period, identify and list a minimum of 6 opportunities/resources for training activities outside of the university and/or your job or field setting.

SUB-MODULE #17

VIII. TITLE OF SUB-MODULE #17: Evaluating Training Programs

IX. SUB-COMPETENCY IT RELATES TO:

Ability to evaluate the cost and effectiveness of training programs.

X. LEARNING OBJECTIVES

1. The student will be able to assess the skills, knowledges, and attitudes acquired through a training program.
2. The student will be able to determine the discrepancies between training objectives and actual outcomes of training programs.
3. The student will be able to identify the monetary and non-monetary costs of training programs and compare these with the benefits received, in order to draw conclusions about the worth and value of the program.
4. The student will be able to relate objectives of training programs to improved services for clients.

XI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups. Each person will describe an in-service training program that has taken place at his/her affiliated agency. Other group members will discuss what criteria they would use to evaluate the program, and what methods they would implement to collect the data.
2. Each study group will write a set of training objectives for an actual or fictitious agency. Groups will exchange lists of objectives and discuss the various client services in the agency which might be expected to improve if the training program is successful.
3. The class will read through the following case situation:

> James Smith is a Recreation Therapist at Nine Lives Nursing Home. He has just experienced four sessions of in-service training which addressed the proceeding objective:

> The therapist will be able to plan and lead a variety of activities appropriate to elderly residents.

The methods used to achieve this objective included the supervisor leading the recreation staff in twelve different activities which she had planned and prepared alone. At the end of each activity, staff members asked questions and discussed any problems they anticipated.

After reading this situation, students will role-play interviews between supervisor and therapist to determine the strengths, weaknesses, and benefits of the training program. The supervisor will attempt to evaluate the program by interviewing several of the therapists who participated. The supervisor should ask questions that will address the critical issues.

XII. HOMEWORK ASSIGNMENTS

1. At a therapeutic recreation agency, the student will observe a training program that is being conducted. The student will evaluate the program and write a paper describing his process and findings.

2. If an actual in-service training program cannot be located for observation, the student will pretend that he is going to evaluate an actual program. The student will write a paper describing his process and methods he would use for the evaluation. He will include any standards or criteria that might be applicable.

XIII. EVALUATIVE METHODS

1. Oral or Written Demonstration of Knowledge (as post-test)

   The student will answer some or all of the following questions verbally or in writing:

   a. Identify and discuss four methods of assessing skills, knowledges, and attitudes acquired through a training program.

   b. Give two examples of descrepancies that might exist between specific training objectives and actual training outcomes. Discuss the significance of these discrepancies.

   c. Identify three monetary and three non-monetary kinds of costs of a training program. Then discuss how each would be related to the worth and value of the program.

2. Present - a - package (oral or written) as a pre - or post-test

This evaluative technique would not be appropriate for a sub-competency topic isolated from its related sub-competencies.

3. Action Demonstration of Competence as a post-test

This evaluative technique would be most appropriate for testing the overall competency on in-service training. It would not be appropriate for a sub-competency independent of its related sub-competencies.

(see Section VIII, #2, of Sub-Module #14.)

XIV. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1 - Locate and read two sources on evaluating the effectiveness of any program. Write two pages on how the principles of evaluating effectiveness relate specifically to evaluating training program effectiveness.

2 - Design a training session to teach your classmates a simple task, such as a dance step or how to write a poem. Test their performance at the conclusion of the session and evaluate the effectiveness of your training. Get feedback from classmates on the appropriateness of the criteria you are using for evaluation.

3 - Become familiar with a local therapeutic facility. Choose one or more methods to determine the financial and non-financial costs of a specific training program they offer. Write your findings into a report to be shared and discussed with your study group.

4. Prepare a hypothetical case about a training program that is offered at some facility, and share the case with your study group. Have another group member discuss what criteria he would select to evaluate the effectiveness of the program and what methods he would use to compile the information.

5 - Develop a relationship with a local hospital, department store, or other facility that would have an in-service training program. Arrange to evaluate the effectiveness of their program based on a questionnaire. Design and administer the questionnaire, and draw your conclusions. Write a final report summarizing your objectives, process, and results. Submit the report to the agency.

6 - Design a way to evaluate the cost of your college education. you will need to consider monetary and non-monetary costs (tuition, fees, time, emotional stress, etc.) as well as rewards (job salary, prestige, etc.). List all the costs on one page and all the rewards on the other. Be specific about each one. Then design a system for weighing the factors. Write a complete report on the whole project.

7 - Design a way to evaluate the effectiveness of your study habits. You will need to list all your inputs on one page (hours of study time, food nervously nibbled, travel to study location, etc.) and all your output on another page (percentage of good grades vs bad grades) weight gained from nervous nibbling, amount of progress on your thesis, etc.). Once you have listed inputs and outputs very specifically, design a system for weighing. Draw a conclusion as to how closely you approach maximum effectiveness with minimum effort. Write a report on the entire project.

8 - Design a system to evaluate the effectiveness of a classmate's personal budgeting habits. You will need to determine his priorities (living in posh apartment vs a safe neighborhood vs eating expensive food vs buying a car, etc.) for goods and services, and then determine what portion of his earnings are actually devoted to each area or item. You may want to design a questionnaire or administer a series of oral questions to acquire your answers. Draw conclusions as to how effectively his spending is meeting his needs and desires.

Supplementary Evaluative Criteria

1 - When presented with an effectiveness evaluation question about a specific population and setting, the student will list five directly measurable or testable questions whose answers could be applied to the general effectiveness evaluation. The student will also describe the methods he would use to answer the measurable questions. The questions and methods must be judged appropriate and applicable by the course instructor.

2 - When presented with a description of a proposed hypothetical training program, the student will design a questionnaire to assess performance before and after the program. The questionnaire will be graded by the course instructor on conciseness and non-ambiguity of questions, style and readability, and how directly the questions actually relate to performance assessment.

3 - When located in a field setting and presented with an evaluation question that can be answered by observation techniques, the student will design one question that he can answer by direct observation in order to shed light on the larger evaluation issue. The student will then carry out his observation, record what he sees, and apply his data to the evaluation issue. The exercise will be graded by the course instructor.

For example, on a playground the instructor might ask the student to evaluate how well Suzie likes the jungle gym. The student could elect to observe how many seconds Suzie spends on each piece of equipment.

4 - When presented with a description of a hypothetical training program, the student will list 10-30 questions that he would ask in order to assess the cost of the program. The questions will be graded by the course instructor according to how exhaustively they would assess costs.

5 - When presented with a list of questions, the student will identify which ones are answerable by direct observation and which are too general or ambiguous.

6 - When presented with a description of a hypothetical training program, the student will list all items and areas that might be considered part of the cost of the program. The course instructor will grade the list on how exhaustively it covers monetary and non-monetary costs.

XV. COMPREHENSIVE EVALUATIVE METHODS

This supplementary section contains comprehensive evaluative methods designed to test mastery of the overall competency: "ability to plan, conduct, and evaluate in-service training programs." This includes evaluation of the entire sequence of Sub-Competencies #14 through #17.

1. Present - a - Package (oral or written) as a pre-test

The student will submit proof that he/she has successfully managed all aspects of an in-service training program at an agency offering therapeutic recreation or related services. As evidence, the student will arrange for the following:

a. A letter or phone call from the student's supervisor at the agency where the training was conducted. The letter or call should verify that the student was responsible for in-service training, and it should describe what was done and how well.

b. The student will present written materials documenting the in-service training. These might include printed information on the training topic, materials distributed to participants, evaluation instruments utilized, etc.

c. The student will prepare a report summarizing the content and process of his experience in planning, conducting, and evaluating an in-service training program.

2. Oral or Written Demonstration of Knowledge as a pre-or post-test

The student will discuss, verbally or in writing, the key issues and processes involved in planning, conducting, and evaluating in-service training. To accomplish this, the student must explain the procedures for identifying training needs; translating training needs into training objectives; and developing training activities to meet training objectives. He must then describe the methods for assessing outcomes of training programs, and he must explain how these outcomes are compared with their costs in order to determine the worth and value of the program.

3. Action Demonstration of Competence

The student will arrange to plan, conduct, and evaluate an in-service training program at an agency offering therapeutic recreation services. Arrangements must be agreeable to the student and the agency supervisor, with approval from the course instructor. The student will keep a record of the entire process, including his assessment of training needs; determination of training objectives; development of training activities; and evaluation of the training program.

The agency supervisor will oversee the student's efforts and decide whether his performance is satisfactory. The student will report his efforts and procedures to the instructor, verbally or in writing.

MODULE PACKET #18

DEVELOPING BASIC RECREATION PROGRAMS

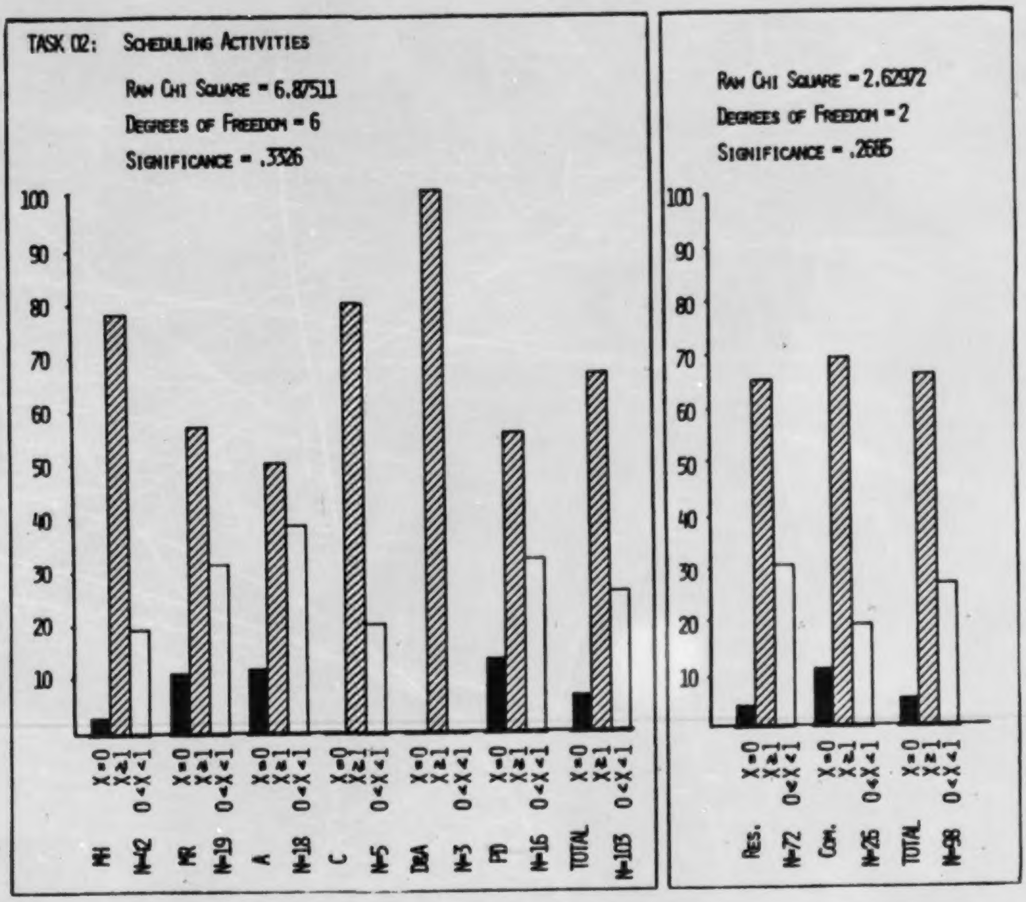
MODULE PACKET #18

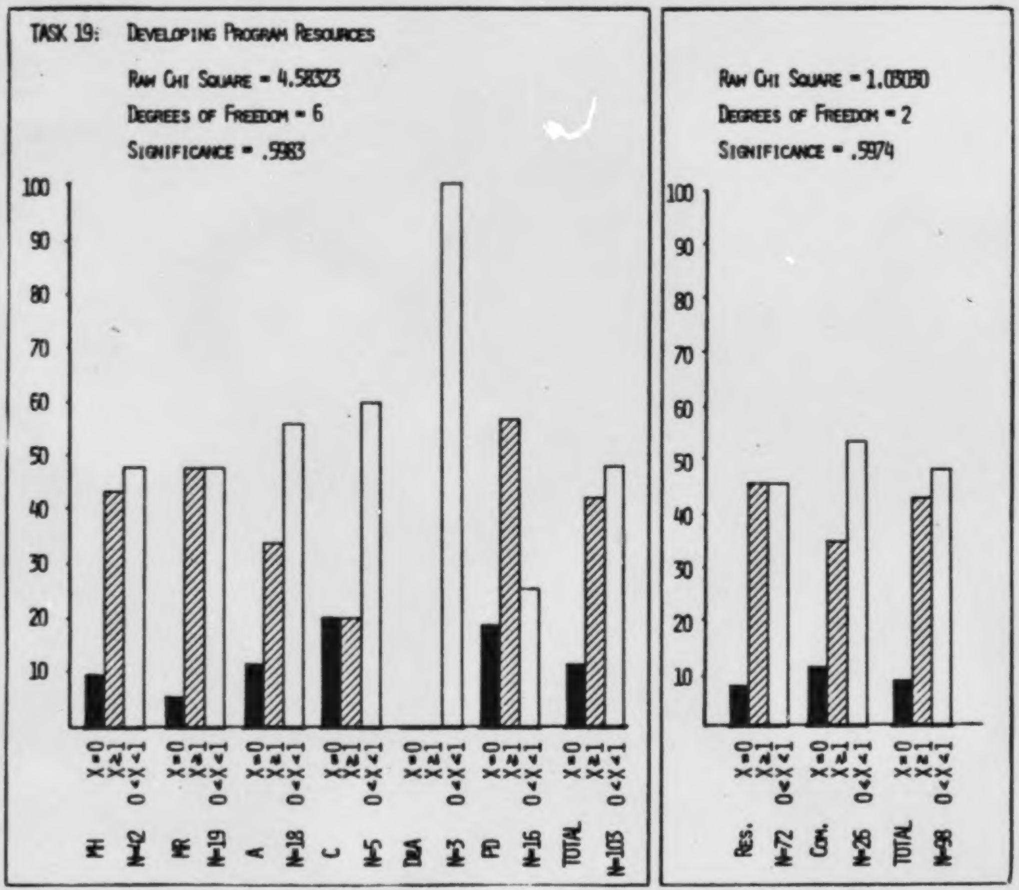
I. MODULE TITLE: DEVELOPING BASIC RECREATION PROGRAMS

II. COMPETENCY IT RELATES TO:

Ability to develop and implement a basic recreation program that incorporates currently accepted principles and goals.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS





Neither of the original tasks "Scheduling Activities" nor "Developing Program Resources" was found to be significant across disability grouping or treatment setting.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

(see next page)

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #18	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
8	2	1	OF RECREATION PRINCIPLES AND GOALS	1	4	6	IN SCHEDULING STAFF
9	0	2	OF RECREATION BENEFITS	0	5	6	IN PROGRAM COORDINATION
10	1	0	OF ACTIVITY CATEGORIES	1	7	3	IN ACTIVITY LEADERSHIP
8	1	1	OF SAFETY PRINCIPLES	4	3	4	IN INTERPRETING RECREATION COMPONENTS
6	3	2	OF COOPERATIVE PROGRAMMING	2	3	5	IN MAKING PROGRAM REVISIONS
3	6	2	OF RECREATION STAFF QUALIFICATIONS				
7	4	0	OF EQUIPMENT AND SPACE NEEDS FOR REC.				
7	3	1	OF ACTIVITY SAFETY PRECAUTIONS				
58	20	9	SUB-TOTAL FOR KNOWLEDGES	8	22	24	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	66	42	33	

Respondents felt that the knowledges for developing basic program services were best learned in the classroom (58 responses). Other category totals for knowledges were: practicum - 20; and on the job - 9.

Respondents felt that skills were best learned on the job (24 responses). Other response totals for skills were: in class - 8; and practicum - 22.

V. CONTENT SUMMARY OF MODULE

This competency should not be confused with Competency #26 (Planning and Conducting TR Activities). Competency #18 is concerned with general, overall skills in developing program services, without specific relation to therapeutic or treatment goals. These overall, basic knowledges and skills refer to such areas as: 1) awareness of the benefits of recreation for physical, mental, and social well-being; 2) knowledge of safety procedures for activities; 3) familiarity with standards for equipment, facilities, space, and staffing in activities; and 4) understanding of activity categories and program areas.

VI. LEARNING OBJECTIVES

1. The student will be able to identify the basic principles and objectives of recreation programming, and discuss the relationship of recreation to mental, physical, and social adjustment.

2. The student will be able to locate and report on the existing standards that apply to conducting recreation programs, including standards for space, staffing, and safety.

3. The student will be able to identify and discuss the major activity categories and lead a variety of activities distributed among several categories.

4. The student will be able to discuss the potentials for cooperative programming with related disciplines in various settings.

5. The student will be able to identify and discuss the implications of legal liability that must be considered in the planning and implementation of a recreation program.

VII. READINGS

1. Kraus, Richard G. Recreation Today: Program Planning and Leadership. Santa Monica, California: Goodyear Publishing Company, Inc., 1977.

2. Tillman, Albert. The Program Book for Recreation Professionals. Palo Alto, California: Mayfield Publishing Company, 1973.

VIII. AUDIO-VISUAL MATERIALS

There are many films which depict persons enjoying recreational experiences. There are films showing camping, sports programs, city-wide special events, summer playground programs, etc. Such films may be located through local public libraries; government offices concerned with recreation; the National Recreation and Park Association; and other agencies that sponsor or promote recreation. These films would give students an exposure to program techniques and ideas.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups. Each group will select a major activity category and list as many specific activities as they can for that category. Each group will also list the values and benefits that clients might derive from some of the activities in the category. Then the groups will summarize their work for the entire class.

2. Students will meet in study groups. Each group will select a recreation setting such as a community center; playground; swimming pool; gymnasium; picnic ground; etc. Each group will identify the potential hazards and situations which might have implications for legal liability in their setting. Groups will share their findings with the entire class.

X. HOMEWORK ASSIGNMENTS

1. The student will interview three persons on what they see as the values and potential benefits of recreation for the individual. Persons interviewed may represent recreation professionals, community citizens, educators, politicians, etc. The student should try to select three persons representing diverse backgrounds or specialties. Then the student will write two pages summarizing the opinions of the interviewed persons, and also stating the student's own personal belief about recreation benefits.

2. The student will locate and summarize four standards that apply to conducting recreation programs. The standards could relate to space, staffing, safety, accessibility, etc. The student should include a statement on how and where he located the standards.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

   The student will present evidence that he/she has been significantly involved in developing and implementing a basic recreation program over a period of at least 3 months. The program should have been developed for a minimum of 25 clients in a community or rehabilitation setting. Evidence should consist of the following:

   a. A letter or telephone call from the director or supervisor of the agency or department where the student developed the program. The letter or call should verify that the student was significantly involved in developing and implementing the program for the required period of time, and that his work was satisfactory and appropriate.

   b. A report by the student explaining the kinds of tasks he performed, the process he used, the problems he encountered, and other specific information that will summarize the nature of his experience in program development and implementation.

c. A copy of all forms, records, reports, etc. which the student designed, modified, or utilized while developing and implementing programs.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer questions such as the following:

a. The student will list the basic principles and objectives of recreation, and will discuss the relation of recreation to physical, mental, and social adjustment.

b. The student will identify two standards that affect recreation programming, and will discuss the purpose and implications of the standards.

c. When presented with a list of five activity categories, the student will pick three and name 15 specific activities that would be included in each category. Then the student will choose any three of the specific activities and list the values or potential benefits that an individual could derive from these activities.

d. When presented with a recreation setting (playground, pool, ice rink, senior citizen center, etc), the student will discuss the possible hazards and legal implications for recreation in that setting.

3. Action Demonstration of Competence (pre/post-test)

The student will arrange with an agency to take a significant role in developing and implementing a recreation program. An agency that is just adding recreation to its program would be ideal. The involvement should last for at least three months, and the student should keep a record of the process he utilizes and the specific tasks which he performs. The student's performance must be rated satisfactory by the agency supervisor or the course instructor.

XII. SUPPLEMENTARY LEARNING ACTIVITES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1 - The student will review 2 contemporary texts in recreation programming, and extrapolate three lists including:

a) principles of recreation programming
b) goals of recreation programs

Supplementary Learning Activities (con't)

c) recreation's potential contribution to the individual's mental, physical and psycho-social adjustment

2 - The student will write a paper which describes the benefits he derives from his own recreation pursuits.

3 - From at least two contemporty texts on therapeutic recreation, the student will outline general programming principles, goals, and objectives for each of the following disability groups: Mentally Ill, Mentally Retarded, Aged, Physically Disabled, Drug & Alcohol Abusers, and Corrections.

4 - The student will review assigned standards on therapeutic recreation program services. From this review he will list the various elements/components that should exist in a comprehensive therapeutic program. With a small group (3 to 5) of student peers he will share and discuss his list, and the small group will prepare a joint and comprehensive list that will be duplicated, shared, and discussed in class.

5 - Students will research the goals,objectives, and methodologies utilized by other disciplines including: Psychiatry, Psychology, Social Work, Nursing, Occupational Therapy, Music Therapy, Art Therapy, Dance and Movement Therapy, Psychodrama, Family Therapy, Vocational Rehabilitation, etc. Each student will copy his report for other class members, and each student will organize and construct a notebook of this data, adding additional findings of his own. One section of this notebook will be a written paper indicating potentials for cooperative efforts between therapeutic recreation and other disciplines.

6 - Outside of class, the student will arrange and teach at least two activities to a peer group,- and one activity to a client group. He will additionally arrange to be observed by two peers while teaching clients. On forms provided, the peers that he teaches as well as the peers who observe his teaching clients will provide him with feedback. Each student will summarize the feedback he/she receives and share this in a short presentation to the class.

7 - In dyads or triads, groups of students will select and/or design an instrument for use in evaluating a recreation activity. Subsequently they will arrange to observe an activity of at least an hour's duration in either a community or rehabilitation setting - and evaluate the program using their instrument. Results of this evaluation will be written, shared with the class, instructor, and leader of the program observed.

8 - Students will complete assigned readings on staffing standards and ratios for therapeutic recreation services.

Supplementary Learning Activities (con't)

9 - Students will arrange to visit and learn about the numbers and kinds of therapeutic recreation personnel employed at an agency/ institution. Following an outline provided, the student will write and submit a staffing pattern report that summarizes his findings.

10 - Each student will select two pieces of equipment used in recreation programs. He will throughly research and construct an outline on each that includes data on the following:

a. desirable preventative maintenance measures
b. routine maintenance problems
c. general life expectancy
d. guidelines for storage and use
e. consideration with regard to accessibility
f. safety factors associated with use

Each student will provide copies of his outline to classmates.

Supplementary Evaluative Criteria

1 - On a written examination, the student will list at least 8 principles and goals of recreation programs.

2 - On a written examination, the student will correctly match 25 of 35 therapeutic recreation principles, goals and objectives with the six major disability categories.

3 - On a written exam the student will list the name and source of at least 3 standards documents that relate to therapeutic recreation programs.

4 - In an oral presentation to the instructor, the student will describe the goals, objectives and services rendered by a discipline other than Therapeutic Recreation. The discipline will be selected at random.

5 - Given a real and/or hypothetical description of an agency, client group, facilities, equipment and personnel available, the student will outline and describe how we would organize and provide for a 6-month program. (This may be a take-home test assignment given and submitted prior to the final exam date).

MODULE PACKET #19

APPLICATION OF RESEARCH TO PROGRAM DEVELOPMENT

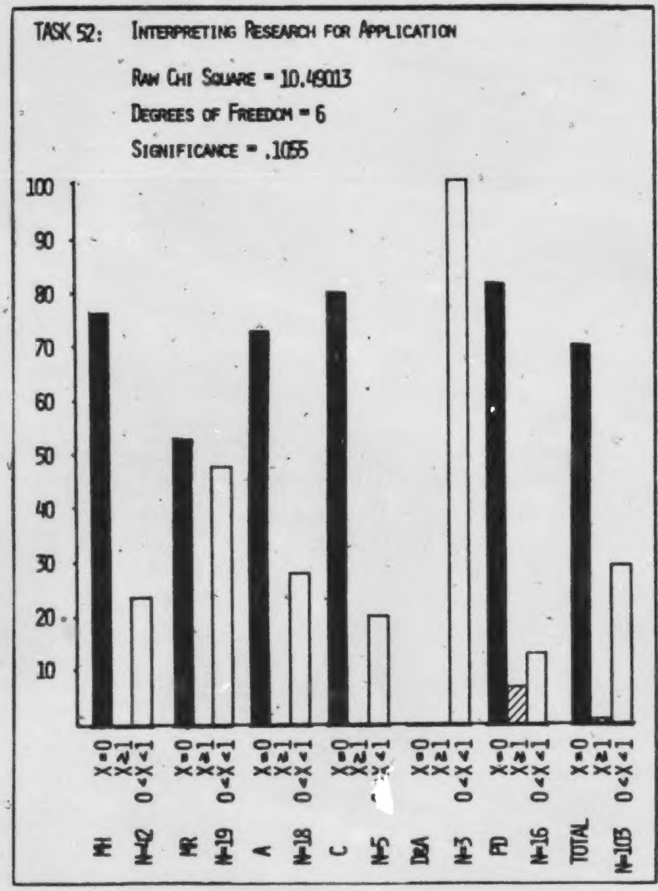
MODULE PACKET #19

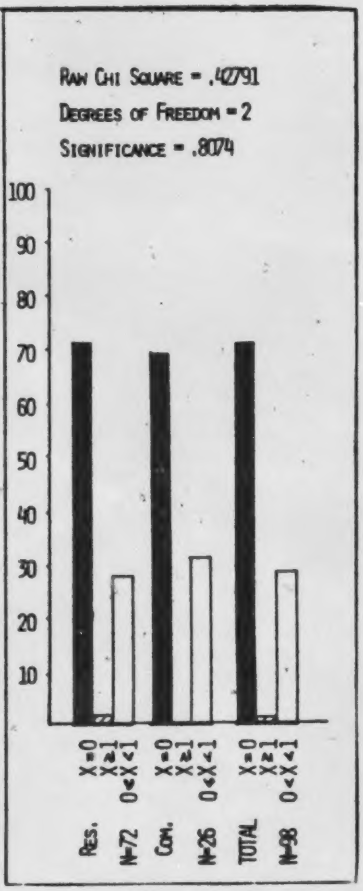
I. MODULE TITLE: APPLICATION OF RESEARCH TO PROGRAM DEVELOPMENT

II. COMPETENCY IT RELATES TO:

Ability to retrieve, interpret, and apply current research to recreation program development.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASK





The original task on Interpreting Research was not significant across disability grouping (.1055) nor across treatment setting (.8074).

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY # 19	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
10	0	1	OF RECREATION RESEARCH SOURCES	10	1	0	IN INTERPRETING RESEARCH
11	0	0	OF TYPES OF RESEARCH	3	4	3	IN APPLYING RESEARCH
11	0	0	OF STATISTICAL PROCEDURES	2	5	4	IN UTILIZING RESEARCH TO JUSTIFY PROGRAMS
32	0	1	SUB-TOTAL FOR KNOWLEDGES	15	10	7	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	47	10	8	

Respondents almost unanimously felt that the knowledges for this competency were best learned in the classroom (32 responses). Only one person felt they were best learned on the job, while no one felt they were best learned in a practicum setting.

Respondents perceived the skills for this competency as being best learned in the classroom (15 responses). Other response totals for skills were: practicum - 10 and on the job - 7.

V. CONTENT SUMMARY OF MODULE

This module deals with the application of research to program development. It includes the retrieval of current information and knowledge for the purpose of planning relevant programs and services that utilize the information.

As noted on the Job Task Analysis, some respondents who are involved in program planning and development are not involved in the application of research to this process. That would imply they are not taking advantage of current research findings, trends, ideas, and standards when designing and selecting services for clients.

With competency in this module area, the student will be able to utilize the research efforts of others in order to enhance the quality and effectiveness of direct services.

VI. LEARNING OBJECTIVES

1. The student will be able to identify and locate various sources of recreation research.

2. The student will be able to interpret and evaluate recreation research articles in terms of the validity and reliability of the research, and its applicability to the student's situation.

3. The student will be able to justify a new or existent program on the basis of current research.

VII. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972. pp. 180-195.

2. Kraus, Richard G. and Curtis, Joseph E. Creative Administration in Recreation and Parks. St. Louis: The C.V. Mosby Company, 1977. pp. 111-137 and 262-287.

3. Lutzin, Sidney G. and Storey, Edward H. Managing Municipal Leisure Services. Washington, D.C.: International City Management Association, 1973. pp. 123-131.

4. O'Morrow, Gerlad S. Administration of Activity Therapy Service. Springfield, Illinois: Charles C. Thomas, 1966. pp. 336-341.

5. Research Into Action, Edited by Carol Ann Petersen, Ed.D., and Karla E. Slivken, M.S., Office of Recreation and Park Resources, Dept. of Recreation and Leisure Studies, Cooperative Extension Serivce, University of Illinois at Urbana - Champaign, Volume I, February, 1978

VIII. AUDIO - VISUAL MATERIALS

No audio-visual materials have been found which would be useful for this module.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups. Each group will be given an issue of the The Therapeutic Recreation Journal. Each group should select and read a short research article and then discuss how the information might be applied to program development at each student's agency affiliation. Students should also discuss the validity and reliability of the research.

2. Students will meet in study groups. Each group will select a program or activity which they would like to justify for a particular agency. For example, they might choose to justify a summer camping trip for senior citizens in a nursing home.

   Then each group will list the kinds of data, statistics, and research they might search for if they were preparing a justification for this program. For example, they might search for: 1) data showing the effects of physical exercise on the elderly; 2) statistics on the numbers of nursing homes that have camping programs; 3) an article on a successful camping program in a nursing home; etc. Each group will share its list with the rest of the class.

X. HOMEWORK ASSIGNMENTS

1. The student will select a program or activity that he wishes to justify at his agency affiliation. He will then write a justification for the program, referring to at least five research articles he has actually located. The student should include a bibliography of the articles and their source.

2. The student will locate two research articles in recreation journals and write a report discussing their applicability to program development. The discussion should include such topics as: 1) what programs, populations, and/or therapeutic settings each article has applicability for; 2) what problems, if any, seem apparent in the data collection process or the selection of the sample population; 3) whether there are any gaps between the analysis of data and the conclusions; etc.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

EVALUATIVE METHODS (continued)

The student will present evidence that he/she has been significantly involved in applying research to program development for a period of at least four months. Evidence shall consist of the following:

a. A letter or telephone call from the director or supervisor of the agency or department where the student applied research to program development. The letter or call should verify that the student was intensively involved in the process for the specified amount of time, and that his work was satisfactory and appropriate.

b. A report by the student of specifically how he utilized research in program development. This should include his sources of research articles as well as examples of specific articles that were used to justify the initiation, continuation, or modification of a specific program.

c. A copy of various research articles which the student utilized, and copies of program reports which the student wrote in relation to program development.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer questions such as the following:

a. Identify five journals or publications which would be sources of recreation research. For each one, identify the publishers and the kinds of articles it includes.

b. When presented with a list of recreation research journals, the student will describe the contents of each journal and identify where a practitioner would go in a community to locate the journal.

c. When presented with a research article, the student will interpret the findings and discuss their applicability to program development.

3. Action Demonstration of Competence as pre/post-test

The student will arrange with an agency to be involved in applying research to program development. This means that the student should select four programs or activities and justify the initiation of one proposed program to the existing program with no modifications; the revision or modification of one existing program; and the termination of one existing program. The student must support each justification with a minimum of three research articles. The student's oral or written justification must be judged satisfactory by the agency supervisor and/or the course instructor.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. As a member of an assigned class study group, the student will compile a file of research resources that contains at least four different sources. Each of these will be fully described. Copies will be made for distribution to the total class and verbal presentation describing the file and sources included will be given in class.

2. The student will locate, secure, and review research studies related to therapeutic recreation. He will write a critique on one, and give a report in class on the second.

3. The student will review four research studies including one each of the following types: descriptive, experimental, historical and philosophical. He will submit a critique that articulates the differences between these types of research and which indicates the potential application and value of each.

4. In assigned study groups, students will review two assigned research studies that utilize different statistical procedures, and develop a group report (verbal) that critiques, questions, and/or justifies the statistical methods employed.

5. The student will write a report which defends and/or suggests changes in an existing therapeutic recreation program in the light of findings presented in a selected research study.

Supplementary Evaluative Criteria:

1. When asked to identify the major sources of research related to therapeutic recreation, the student will list the full names of 10 (ten) journals and periodic publications that are prominent in the field.

2. When presented with the names of five recreation-related research publications, the student will correctly indicate where each may be found, what type of research each publishes, and a specific study (by author and title) that appeared in each during the current or preceding year.

3. When presented with a research topic area, the student will produce within five days a report citing the author and title of 20 articles related to the topic, and a brief abstract of each to verify that they have been located and read. The instructor will check references at random to determine their authenticity.

4. When presented with a summary of purpose and design and an assortment of graphs and statistical data from an actual recreation research project in the literature, the student will interpret the data in relation to the project and comment on their applicability to future recreation objectives with respect to the project topic.

5. When presented with a summary of five studies from the literature that relate to therapeutic recreation, the student will write four pages discussing the application of the findings to future program development and service provision.

6. Each student must be affiliated with a service agency. As a take-home examination, the student must write a detailed critique of his agency's recreation program based upon current, pertinent research related to the field. The critique should be 8-10 typed pages and should include at least 20 references from journals and periodicals. The critique msut be judged satisfactory by the course instructor.

MODULE PACKET #20

PROGRAM EVALUATION

MODULE PACKET #20

I. MODULE TITLE: PROGRAM EVALUATION

II. COMPETENCY IT RELATES TO:

Ability to plan and conduct program evaluation.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS

There were no original tasks that were related to program evaluation, except the task "Assisting Agencies with Program Development and/or Evaluation". This task was perceived to be more closely related to the competency on consultation, so it has been included in Module Packet #10.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY # 20	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
7	1	2	OF STANDARDS AND GUIDELINES	0	6	4	IN APPLYING STANDARDS AND GUIDELINES
3	2	5	OF AGENCY PHILOSOPHIES AND GOALS	1	5	5	IN USING EVALUATION FOR STAFF GROWTH
8	2	0	OF RECREATION'S REHABILITATIVE POTENTIAL	2	6	3	IN SUMMARIZING EVALUATION CONSTRUCTIVELY
1	4	5	OF CLIENT NEEDS AND INTERESTS				
19	9	12	SUB-TOTAL FOR KNOWLEDGES	3	17	12	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⇒	22	26	24	

Respondents felt that the knowledges for program evaluation were best learned in the classrooom, while the skills were best learned in a practicum setting. Response totals for knowledges were: class - 19; practicum - 9; and job - 12. Category totals for skills were: class - 3; practicum - 17; and job - 12.

V. CONTENT SUMMARY OF MODULE

The title of this module is self-explanatory. A thorough program plan should always include a provision for evaluation. The evaluation should be used in deciding which activities to continue, discontinue, modify or revise.

VI. LEARNING OBJECTIVES

1. The student will be able to identify the major components of program evaluation, and select and utilize various techniques for gathering evaluative information.

2. The student will be able to locate and utilize the existing standards and guidelines that are applicable to the provision of TR programs and services.

3. The student will be able to organize, summarize, and report evaluative outcomes in a manner that reflects strengths and weaknesses and indicates priorities for future planning, program adaptations, and expansion.

4. The student will be able to discuss the various human reactions and responses of staff to program evaluation, and identify methods for helping staff deal with these reactions.

VII. READINGS

1. Kraus, Richard G. Recreation Today: Program Planning and Leadership. Santa Monica, California: Goodyear Publishing Company, 1977. pp. 541-560.

2. Kraus, Richard. Therapeutic Recreation Service: principles and practices. Philadelphia: W.B. Saunders Company, 1978. pp. 341-356.

3. O'Morrow, Gerald S. Administration of Activity Therapy Service. Springfield, Illinois: Charles C. Thomas, 1966. pp. 332-336.

4. Gunn, Scout Lee and Peterson, Carol Ann. Therapeutic Recreation Program Design: principles and procedures. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978. pp. 246-267.

5. Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration. Reston, Virginia: Reston Publishing Company, Inc., 1976. pp. 329-346.

6. Tillman, Albert. The Program Book for Recreation Professionals. Palo Alto, California: Mayfield Publishing Company, 1973. pp. 223-236.

VIII. AUDIO-VISUAL MATERIALS

No films or tapes were found that would be useful to this module.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups. Each group will be assigned one component of a total program evaluation such as "activities", "leadership", "equipment and facilities", etc. Each group will list questions that would be useful in evaluating their specific component of the program. For each question they list, they should include a technique that could be utilized to obtain information on the question.

   The groups will then meet back together as a class and share their questions and techniques.

2. Students will divide into three groups. The first group will plan a short activity to lead in class. The second group will design a questionnaire to evaluate the activity. Then the first group will lead the activity. Afterwards, the third group will administer the questionnaire and analyze the results. All students will then discuss the strengths and weaknesses of the evaluative instrument and its administration.

X. HOMEWORK ASSIGNMENTS

1. Observe a recreation activity in a rehabilitation agency. Design a technique to evaluate the activity, including leadership, equipment, etc. Summarize your efforts in a written or oral report. Be sure to include the results of your evaluation.

2. Visit your agency affiliation. Ask the activity staff about the kinds of program evaluation they utilize. Ask questions about who designs the evaluation, how often it is implemented, etc. Summarize your findings in a short report.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will present evidence that he/she has had extensive experience in the design and conducting of program evaluation in a therapeutic recreation agency or related facility. Evidence will consist of the following:

a. A letter or telephone call from the director or supervisor of the agency or department where the student was involved in program evaluation. The letter or call should verify the length of time in which the student was involved, the kinds of program evaluation he/she designed and utilized, and the degree of responsibility the student assumed in the evaluation.

b. A report by the student describing the programs and program aspects he/she evaluated, the techniques used for data collection, and some examples of results of the data analysis. The student should include copies of evaluative materials he designed or utilized such as questionnaires, observation sheets, attendance records, reports or results with recommendations for program revisions, etc.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer such questions as the following:

a. The student will identify the major components of a program evaluation and list two techniques that could be used to collect data on each component.

b. When presented with a description of an activity and the persons who participated in it, the student will design a questionnaire to obtain evaluative feedback from the participants.

c. The student will discuss the strengths and weaknesses of the interview and observation techniques for evaluation of programs.

d. When presented with a description of a handicapped population, the student will discuss current standards and guidelines that would be useful in evaluating any program for that population.

e. The student will discuss the staff reactions and responses that might be encountered if a supervisor were to announce the commencement of program evaluation, including the evaluation of staff leadership efforts. What techniques might the supervisor employ to decrease staff anxiety and increase staff cooperation in the evaluative process?

3. Action Demonstration of Competence

The student will arrange to design and conduct an evaluation of a specific recreation program in each of three agencies or community settings. In each setting, the student must: 1) identify what components of the program should be evaluated; 2) design a suitable technique and instrument for gathering evaluative input; 3) analyze the evaluative input; and 4) report the evaluation results in an organized and constructive way that reflects strengths, weaknesses, and suggestions for improvement.

The student's performance must be rated satisfactory by an agency supervisor and the course instructor.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Locate and read three sources on recreation in the rehabilitation process. Develop files that relate to the potential of therapeutic recreation in rehabilitation for each of several client groupings.

2. By reading pertinent sections of recreation texts and talking with faculty and graduate students, make a list of as many professional organizations as you can determine. For each organization, note whether it is federal, state, or local, and list the address or phone number to contact. These organizations will be useful in determining standards for program evaluation.

3. Make written or phone inquiries to five professional organizations. Find out what kinds of standards or guidelines they offer that would be appropriate to the area of program evaluation.

4. Become familiar with a local rehabilitation facility. Obtain a copy of their philosophy and objectives. Discuss with your study group the factors that would need to be considered in order to make program evaluation appropriate to the goals of that agency.

5. Create a hypothetical setting and write a list of client interests and needs within that setting. Share the list with your study group and let each member respond on how he would conduct program evaluation in that situation. The responses should include what would be evaluated and how it would be evaluated. Be specific in terms of method of collecting and analyzing input.

6. Consider a hypothetical rehabilitation facility where there has been considerable personnel turnover and a serious budget shortage. The program has been disorganized and staff morale is low. You are hired to evaluate the program and make recommendations. The staff members are apprehensive, because a similar evaluation two years earlier resulted in the lay-off of four "unnecessary" persons. Discuss with your study group how you would conduct the program evaluation so as to minimize threat and maximize cooperation.

7. Become familiar with a local rehabilitation facility. Design and conduct an evaluation of their recreation program or of one part of it. Write a report on the process and the results being sure to reflect program strengths and weaknesses as well as priorities for change or expansion.

8. Locate and read two sources on methods for gathering information for program evaluation. Write one page on each of five methods describing the procedure for the technique, its advantages, and its limitations.

9. Formulate several general program evaluation questions such as "Does the program meet the needs of clients?" For each general question, list five specific sub-questions which when answered will provide data to answer the original query. Each sub-question should be directly applicable to some form of measurement. Note what form of measurement you would choose for each.

10. Compose a hypothetical set of data collected from a program evaluation and share it with your study group. Have another study group member analyze the results, draw conclusions, and make recommendations for program improvement.

Supplementary Evaluative Criteria

1. When presented with the names of five client groupings, the student will select four and discuss the potentials of therapeutic recreation for rehabilitation with each group. The written discussion must be judged satisfactory by the course instructor.

2. When presented with the names of six professional organizations, the student will select four and discuss their standards and guidelines which are applicable to program evaluation. The course instructor will grade the report on accuracy of standards mentioned and depth of thought as to their applicability.

3. When presented with the goals and philosophy of an agency that the student has worked at or observed for at least 10 hours, the student will discuss with the agency's recreation supervisor the manner in which he would pursue program evaluation in order to uphold the stated objectives of the facility. The supervisor will decide whether or not the student's evaluation plans are satisfactory in terms of being consistent with agency policy.

Evaluative Criteria (continued)

4. When presented with a hypothetical set of client interests and needs in a given setting, the student will state a content area to be evaluated and design a tool for measurement of this content. The course instructor will grade the assignment on how thoroughly the evaluation considers and incorporates client needs and interests.

5. Two students will pose as hospital administrators for a hypothetical agency where the staff is apprehensive and resistive to any kind of program evaluation. Given this situation, the student will role-play a prospective program evaluator explaining the procedures he would use to gain personnel support and cooperation for the evaulation. The students argument must be judged persuasive enough such that one "administrator" would be willing to hire him.

6. When assigned to a field setting in which he has worked at least 20 hours, the student will design and conduct an actual evaluation of the recreation program or a part of it. He will write the results in a report that is concise and professional. The report must be graded satisfactory by the supervisor of recreation therapy at the agency.

7. When presented with three methods of gathering data for the purpose of program evaluation, the student will choose two and discuss the procedures, limitations, and strengths of each. This written discussion will be graded by the course instructor according to thoroughness of subject treatment and display of subject understanding.

8. When presented with two program evaluation issues, the student will list five specific questions for each. The specific questions must be applicable to some form of direct measurement, the answers to which would provide feedback on the evaluation issues. The questions will be graded by the course instructor according to whether they are subject to direct measurement and whether they relate back to the evaluation issue.

9. When presented with a list of data results from a hypothetical program evaluation and another list of conclusion statements, the student will correctly identify which conclusions may be logically drawn from the data and which conclusions do not necessarily follow from the data. The student must be correct on 90% of his answers.

MODULE PACKET #21

MAINTAINING EQUIPMENT AND SUPPLIES

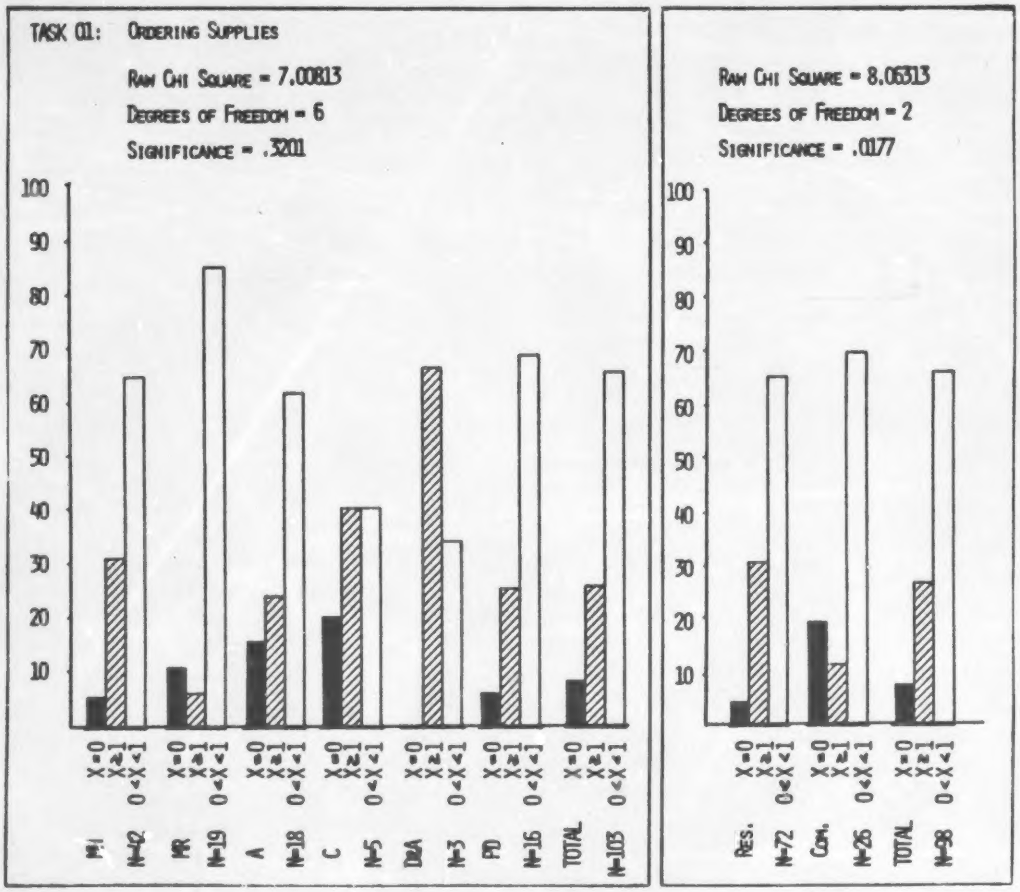
MODULE PACKET #21

I. MODULE TITLE: MAINTAINING EQUIPMENT AND SUPPLIES

II. COMPETENCY IT RELATES TO:

Ability to organize, service, and maintain equipment and supplies.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS

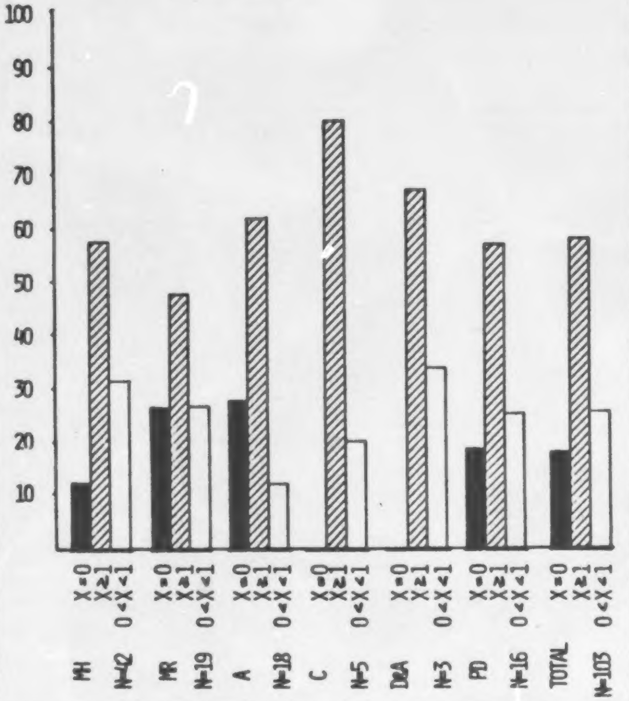


TASK 55: MAINTAINING EQUIPMENT AND FACILITIES

RAW CHI SQUARE = 4.70613

DEGREES OF FREEDOM = 6

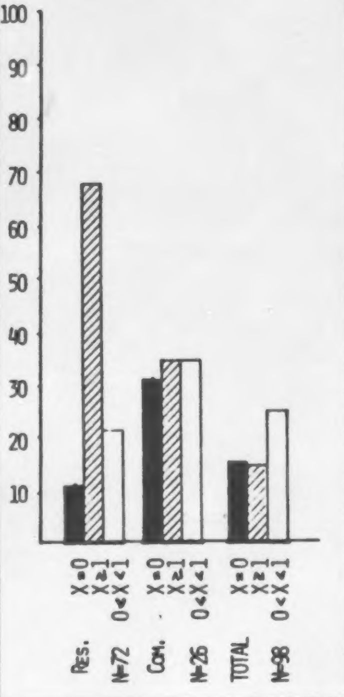
SIGNIFICANCE = .5820



RAW CHI SQUARE = 9.61217

DEGREES OF FREEDOM = 2

SIGNIFICANCE = .0082

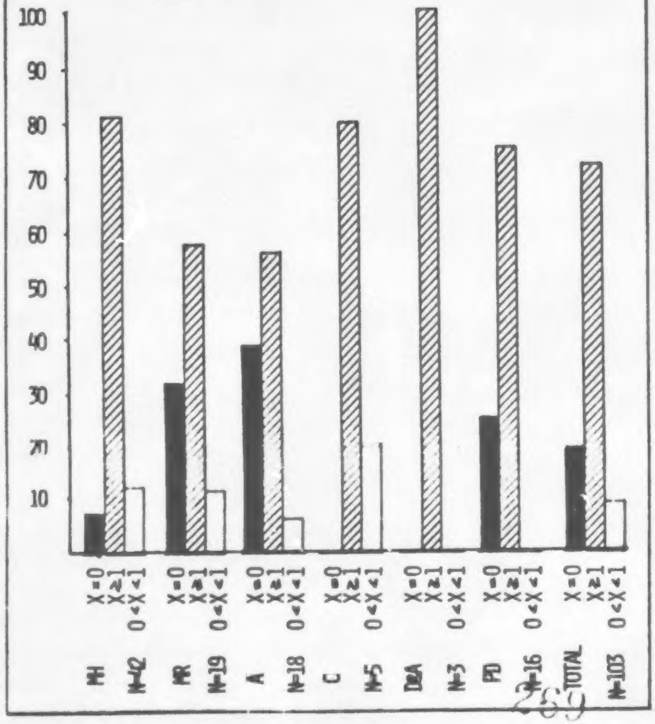


TASK 56: PREPARING SUPPLIES AND EQUIPMENT FOR ACTIVITIES

RAW CHI SQUARE = 11.62121

DEGREES OF FREEDOM = 6

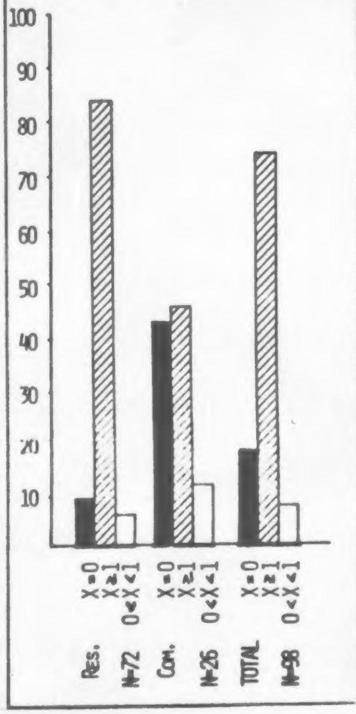
SIGNIFICANCE = .0710



RAW CHI SQUARE = 15.13073

DEGREES OF FREEDOM = 2

SIGNIFICANCE = .0005



Of the three tasks related to the maintenance of equipment and supplies, there was no significance with respect to disability grouping. However, there was a significant difference between Community and Residential employees in relation to the frequency of performance of each of the three tasks. There was significance across treatment setting for "ordering supplies" (.0177), "maintaining equipment and supplies" (.0082), and "preparing supplies and equipment for activities" (.0005).

Overall, Community persons were more frequently uninvolved with the ordering, preparation, and maintenance of supplies than were Residential persons. Also, fewer Community respondents were involved in any of the tasks at least weekly than were Residential respondents. Finally, more Community employees ordered, organized, and prepared supplies less than weekly than did Residential employees.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #21	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
2	4	5	OF EQUIPMENT NEEDS	0	3	7	IN TRAINING STAFF ABOUT EQUIPMENT
1	5	4	OF PURCHASING PROCEDURES	1	5	4	IN KEEPING RECORDS ON EQUIPMENT
1	5	4	OF PROTECTIVE MAINTENANCE PROCEDURES	0	2	8	IN COOPERATION WITH OTHER DEPARTMENTS
1	5	4	OF EQUIPMENT STORAGE REQUIREMENTS	2	4	5	IN ESTIMATING SUPPLY NEEDS
5	19	17	SUB-TOTAL FOR KNOWLEDGES	3	14	24	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⇨	8	33	41	

Respondents felt that the knowledges for this competency were best learned in a field practicum setting (19 responses). Other response totals for knowledges were: classroom - 5; and on the job - 17.

Skills were perceived as best learned on the job (24 responses). Other response totals for skills were: in class - 3; and practicum - 14.

V. CONTENT SUMMARY OF MODULE

Although this competency is considered necessary for a master's degree practitioner, it is percieved as being best taught at the undergraduate level. It would seem to fit most appropriately into an undergraduate course on programming, since the care and organization of equipment and supplies is a vital part of a total, effective program. Hopefully, if this competency is introduced early in the undergraduate program, students will be able to practice the skills in their field practicum situations.

VI. LEARNING OBJECTIVES

1. The student will be able to determine the type and quality of equipment and supplies needed for various recreation programs, and locate and utilize resources for selecting and purchasing the needed items.

2. The student will be able to understand and discuss the basic principles and techniques of preventive and restorative maintenance for various pieces of recreation equipment.

3. The student will be able to discuss the kinds of space and areas required for adequate storage and accessibility of equipment and supplies.

4. The student will be able to develop and utilize a record system that provides for the continuous monitoring, maintenance, and inventory of equipment and supplies.

VII. READINGS

1. O'Morrow, Gerald S. Administration of Activity Therapy Service. Springfield, Illinois: Charles C. Thomas, 1966. pp. 291-314.

2. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia, Pa.: Lea and Febiger, 1975. pp 283-287.

VIII. AUDIO-VISUAL MATERIALS

No audio-visual materials were found that would be useful with this module.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups. Each group will be assigned three activities such as track and field; ceramics; publishing a client newspaper; horticulture; cooking; sewing; etc. Each group will make a list of all the equipment and supplies that would be needed to start such a program at a given agency. The groups will also list sources (books, people, companies, etc.) that might be consulted for help in selecting and purchasing the materials.

2. Students will meet in study groups. Each group will design three kinds of records that could be used in relation to equipment and supplies for a TR department in a rehabilitation facility. The records could be for the documentation of inventory; requisitions; borrowing and sign-out; repairs performed; safety checks performed; etc.

3. Students in study groups will be given a list of various supplies and pieces of equipment used frequently in TR programs. The list could include:

    - ping pong table, paddles, balls, nets
    - water-based painting supplies (paints, brushes, pads)
    - billard tables, cue sticks, balls
    - rhythm instruments
    - stero record player
    - oil-based paint supplies (turpentine, thinner, brushes, paint)
    - softball gloves, balls, bats, bases
    - badminton rackets, birdies
    - sewing machine
    - cooking supplies (pots, pans, food, utensils)

    Each group will select four items and make a list of practices and procedures for storage and preventive care of those supplies and pieces of equipment. Then all groups will report their findings to the entire class.

X. HOMEWORK ASSIGNMENTS

1. Each student will visit his agency affiliation to observe where and how supplies and equipment are stored. The student will interview the person in charge of storage to determine what forms and procedures are utilized for inventories, maintenance, safety checks, requisitions, etc. The student will summarize his findings in a report, and will include his own personal opinion as to how efficiently the agency handles their supplies and equipment.

2. Students will be given a list of various supplies and pieces of equipment that might be used in a TR program. For each item, the student will make phone calls and/or utilize catalogs and printed materials to determine where the item can be bought or rented, and an estimate of the price and quality range of the item. The student will write a report summarizing that information for each item. The report should include where or how the student located the catalog or company where he found the item.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will submit evidence that he/she has been significantly involved in the storage, maintenance, and monitoring of recreation supplies and equipment. This involvement should have included such tasks as designing record systems, arranging appropriate storage, keeping inventories, making recommondations for purchases, and performing routine preventive procedures and minor repairs. The student should have been involved for at least 3 months. Evidence of these requirements should consist of the following:

a. A letter or telephone call from the supervisor or director of the department or agency where the work was done. The letter or call should verify that the student had significant involvement in the specified tasks for the length of time necessary. It should also confirm that the student's performance of these specified tasks was satisfactory.

b. A report by the student summarizing specifically what his equipment and supply duties were; what records he kept; what procedures he utilized and how often; what resources or guidelines he utilized; and what problems he encountered.

c. A copy of all records, forms, and other printed or duplicated material which the student utilized in his performance of tasks related to supplies and equipment.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer questions such as the following:

a. When presented with an activity or program and a client population, the student will list the types and quality of equipment and supplies that would be needed.

b. When presented with a list of items that need to be purchased, the student will describe the process he would utilize to determine prices and place an order.

c. When presented with a description of a TR department and a therapeutic agency, the student will design a form that could be used when clients borrow sports equipment and games.

d. When presented with a list of recreation equipment and supplies, the student will describe the basic principles and techniques of preventive and restorative maintenance for each item.

3. Action Demonstration of Competence

The student will arrange with an agency to take primary responsibility for the storage, organization, and maintenance of recreation equipment and supplies for a period of at least two months. The student will design systems for keeping records, and will inventory and monitor supplies. The student will perform preventive maintenance procedures and handle minor repairs. The student's performance must be judged satisfactory by the agency supervisor or the course instructor.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. The student will locate and review at least two textbook resources related to recreational areas, equipment and supplies.

2. The student will visit at least one therapeutic recreation department to observe and discuss with staff the procedures and processes utilized in;
    a. estimation of equipment and supply needs
    b. procedures utilized to secure equipment and supplies
    c. methods employed in storage, maintenance, and inventory of equipment and supplies

3. The student will identify at least 2 vendors of recreational equipment and supplies for each of the following activity categories, and secure catalogues from them.

    1 - Arts and Crafts
    2 - Music, Drama and Dance
    3 - Sports and Athletics
    4 - Social Recreation and Games

4. Given a hypothetical and/or actual description of a therapeutic recreation program that includes the numbers and kinds of clients served, and the various program components included, the student will write a paper which identifies and justifies the minimum equipment and supplies needed to support the program.

5. The student will select or be assigned the names of 5 pieces of equipment commonly utilized in recreational activities. He will write a report which outlines for each:
    a. price range
    b. specific preventative measures that need to be considered
    c. usual and/or most common types of breakdowns
    d. desirable special storage arrangements
    e. special precautions and/or desirable practices to employ in use of the equipment

6. The student will design and prepare a lesson plan for an in-service training session relating to some aspect of the acquistion and/or care and maintenance of recreational equipment and supplies.

7. The student will design and submit in writing a description of a system that would provide for monitoring, maintenance, and storage of equipment and supplies. This design will apply to a functioning program that the student will select.

8. The student will organize in a resource notebook materials developed and/or accrued in assignments #1,2,3,5,6, and 7 above. This resource book will be submitted for evaluation and must be organized in such a way that it can be continuosly expanded and added to in the future.

Supplementary Evaluative Criteria

1. When presented with a broad program area (team sports, holiday crafts, creative dramatics, etc.) and a description of a hypothetical population and treatment setting, the student will list the major capital equipment and operating supplies necessary for the program. The list must satisfy the course instructor.

2. Upon examination of an exhibit of sports equipment, crafts supplies, or musical rhythm instruments, the student will diffentiate between high and low quality materials. He will verbally point out the criteria he is using for judgment and the factors which indicate poor and good quality. His answers must be judged satisfactory by a salesperson of the particular kind of equipment.

3. When presented with a description of a hypothetical agency that is seeking funding to add a Therapeutic Recreation Department to its facility, the student will write 5 pages stating proposed activities and the starting equipment and supplies needed for each. The student will list one company that could be con-

Supplementary Evaluative Criteria (con't)

tacted for price information about each activity category. The paper must be judged satisfactory by the course instructor.

4. When presented with an activity category, the student will list the types of equipment and supplies involved, and he will discuss the routine care and maintenance of the equipment. His answer must satisfy the course instructor.

5. When presented with a hypothetical case about broken or malfunctioning equipment, the student will identify the in-agency personnel or outside agencies he would contact to repair the situation. The answer must satisfy the course instructor.

6. When presented with a list of recreation equipment, the student will discuss the kind and amount of space needed for storage and maintenance. The answer must satisfy the course instructor.

7. The student will draw a slip of paper listing a type of equipment or supply. He will speak extemporaneously to the class for five minutes giving an overview of a hypothetical in-service training session he would conduct with them if they were employees of his agency. The overview should describe in-service related to the care, maintenance, and storage of the equipment named on the slip of paper. The presentation must be judged satisfactory by 90% of the student's classmates.

8. When presented with four record sheets for monitoring or inventory of particular supplies, the student will critique each, discussing the strengths and weaknesses of each system. The critiques will be graded according to the student's understanding of the systems and his depth of analysis of their functional strengths and weaknesses.

MODULE PACKET #22

CLIENT ASSESSMENT

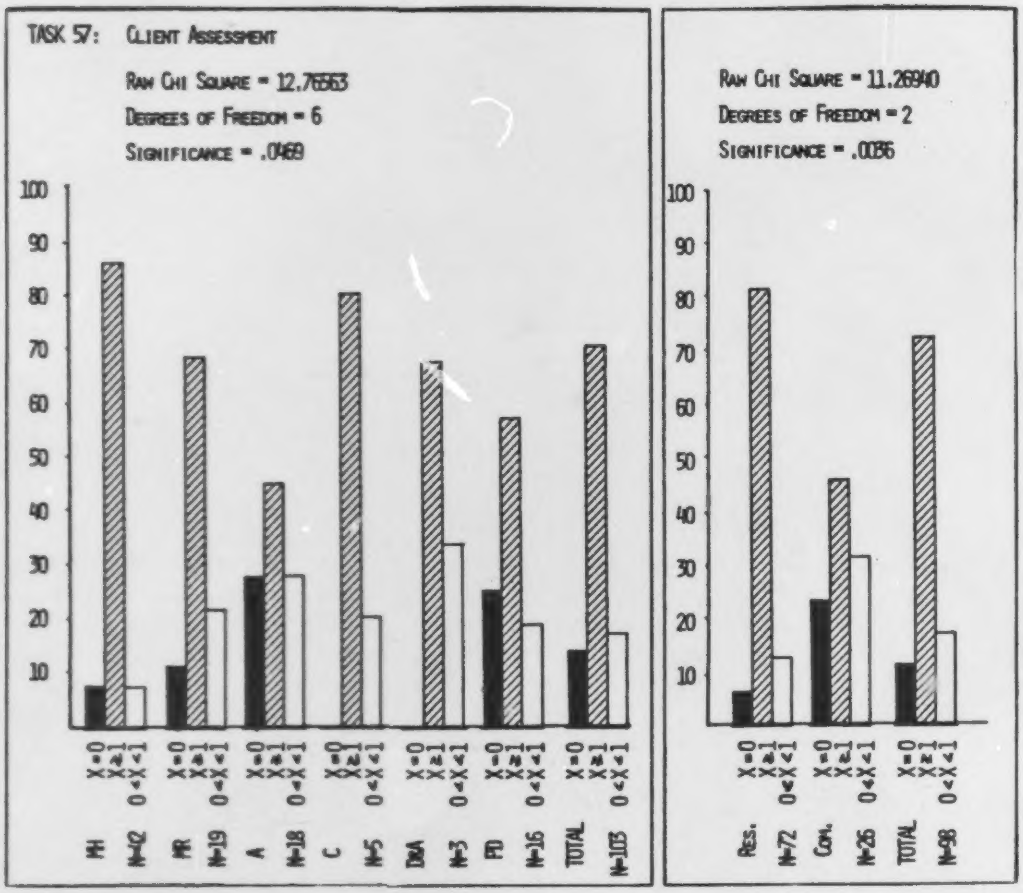
MODULE PACKET #22

I. MODULE TITLE: CLIENT ASSESSMENT

II. COMPETENCY IT RELATES TO:

Ability to assess a client's functional levels as a basis for his/her involvement in the therapeutic recreation service.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASK



The original task on Client Assessment was found to be significant according to disability grouping (.0469) as well as across treatment setting (.0036).

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #22	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
9	2	1	OF HANDICAPPING CONDITIONS	0	9	0	IN ESTABLISHING RAPPORT
10	1	0	OF MEDICAL TERMINOLOGY	2	7	1	IN MEASURING CLIENT PROGRESS
8	1	0	OF FUNCTIONAL ASSESSMENT TECHNIQUES	0	9	1	IN OBSERVING CLIENTS
10	1	0	OF ANATOMY AND PHYSIOLOGY	2	6	1	IN USING ASSESSMENT TOOLS
10	0	0	OF PERSONALITY AND DEVELOPMENTAL THEORY	2	5	2	IN INTERVIEWING
9	1	0	OF INTERACTION AND COMMUNICATION THEORY				
56	6	1	SUB-TOTAL FOR KNOWLEDGES	6	36	5	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	62	42	6	

Respondents felt that the knowledges for client assessment were best learned in the classroom, while the skills were best learned in a practicum setting. Response totals for knowledges were: class - 56; practicum - 6; and job - 1. Category totals for skills were: class - 6; practicum -36; and job - 5.

V. CONTENT SUMMARY OF MODULE

Client assessment deals with the many tools and techniques for determining a client's physical, emotional, social, and cognitive levels of functioning. The competency involves selecting and administering various assessment instruments, and then interpreting the results in order to draw conclusions.

This module will view assessment from a broad perspective, while the student will need to develop expertise in assessing the specific population he chooses to work with. For example, a wealth of testing devices have been developed for assessing the functioning of mentally retarded persons, and many of these devices will be quite different from the ones designed to assess the functioning of a child who has just suffered traumatic, bilateral amputation. Therefore, it is important that students be introduced to the scope of assessment techniques, but they must realize that the introduction will need expansion as they progress toward becoming professionals.

VI. LEARNING OBJECTIVES

1. The student will be able to discuss a variety of handicapping conditions; their etiology, symptomology, and functional implications.
2. The student will be able to understand and utilize medical, psychological, and behavioral terminology in describing various handicapping conditions and clients.
3. The student will be able to identify and utilize a variety of assessment tools and techniques, including techniques dealing with perceptual-motor, psychological, activtiy, and self-care areas.

VII. READINGS

1. Adams, R.; Daniel, A.; and Rullman, L. Games, Sports and Services for the Physically Handicapped. Philadelphia, Pa.: Lea & Febiger, 1975.
2. Gunn, Scout Lee and Peterson, Carol Ann. Therapeutic Recreation Program Design: principles and practice. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1978. pp. 59-267.
3. Mosey, Anne Cronin. Activities Therapy. New York, New York: Raven Press Publishers, 1973.
4. Mosey, Anne Cronin. Three Frames of Reference for Mental Health. Thorofare, New Jersey: Charles B. Slack, Second Printing, 1971.

VIII. AUDIO-VISUAL MATERIALS

1. Visual Perception and Failure to Learn. "Illustrates the effect of a disability in visual perception upon learning. Disabilities are identified and explained using Frostig Visual Perception Tests." Color. 20 minutes.

   May be purchased from:
   Churchill Films
   662 N. Robertson Blvd.
   Los Angeles, California 90069

2. Why Billie Couldn't Learn. "Focuses on the diagnosis and teaching techniques used in a special classroom for neurologically handicapped children." Color. 40 minutes.

   May be purchased from:
   California Association for Neurologically Handicapped Children
   Film Director
   P.O. Box 604, Main Office
   Los Angeles, California 90053

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups to explore the content and the administrative procedures for such client assessment tools as the 1) Frostig Visual Perception Test; 2) Purdue Perceptual Motor Survey; and the 3) Southern California Sensory Integration Test. It is suggested that the instructor order these tests so that students can work with them. Each study group will explore one testing instrument for ten minutes and then pass it to another group until each group has seen all the tests.

2. Students will meet in three groups. Each group will be assigned either physical, psychosocial, or cognitive aspects of functioning, and each group will design a recreation activity that could be used to test a client's functional level in that specific domain. Then the groups will meet together as an entire class to discuss the diagnostic activities that were selected.

X. HOMEWORK ASSIGNMENTS

1. The student will visit his agency affiliation and observe a particular client. Under supervision, the student will select an assessment instrument and administer it to test the client's functional level. The student will discuss his results and conclusions with the agency to determine if his findings are consistent with theirs.

2. The student will identify five different assessment tests from the literature on the subject. He will write a short summary of each test which covers 1) what the test measures; 2) what kind of clients it can be used with; 3) how it is administered; and 4) a few examples of the kinds of test items it involves. Students will arrange to report on a variety of different tests and then duplicate their findings for classmates. In this way, students can organize a file of existing testing devices.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will present evidence that he has had extensive experience in client assessment and is familiar with the administration and analysis of a variety of assessment tools. Evidence should consist of the following:

a. A letter or telephone call from the director or supervisor of the agency or department in which the student assessed clients. The letter or call should verify the length of time that the student worked and the degree of responsibility he assumed. The director or supervisor should make a judgment as to whether the student's work in client assessment was satisfactory.

b. A report by the student describing 1) the setting he worked in; 2) the kinds of clients he assessed; 3) the names of the tests he used; and 4) some examples of how he used the tests to plan appropriate activities and programs. The report should convince the instructor that the student is competent in client assessment.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer such questions as the following:

a. When presented with four handicapping conditions, the student will select two and discuss their symptomology and functional implications. Then the student will discuss why and how functional assessement would be utilized with clients having these conditions.

b. When presented with a list of specific assessment devices such as the Frostig Visual Perception Test, the student will correctly match each test with the facts and points of information that relate to it. The facts and information will be listed in a separate column.

c. When presented with a list of eight specific assessment tests, the student will choose five to discuss. For each test chosen, the student will discuss 1) what it measures; 2) who it is used with; and 3) what kinds of test items are involved.

d. When presented with a list of terminology relating to physical, psychological, cognitive, and behavioral aspects of client functioning, the student will correctly define 80% of the terms.

3. Action Demonstration of Competence as pre/post- test

The student will arramge to assess the functional levels of five different clients in at least two different therapeutic settings. Under supervision, the student will select the appropriate testing instruments, administer the tests, analyze the results, and draw conclusions and make recommendations for appropriate goals and activities for each client. The student's performance must be judged satisfactory by the agency supervisor and/or the course instructor.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Visit 3 organizations of your choice and write to at least 2 others, each dealing with different handicapping conditions, and request information, printed material and other resources.
2. Develop a file for each of the major handicapping conditions. Files should contain information on history, etiology, symptoms and prognosis.
3. Review and study resource books on terminology.
4. The student will review assigned lists and texts on terminology. He will make a list of 80 terms and/or symbols that he does not know, and submit this list to the instructor. On a subsequent written test he will correctly define 60 of the 80 terms.
5. The student will review the APA Diagnostic and Statistics manual, and a book on Abnormal Psychology of his choice, and make a listing of the major diagnostic categories which includes major etiology, symptomology , and prognosis for each category.
6. a) Visit 2 assigned agencies and discuss with the TR professional methods of client assessment used. Collect instruments and forms used for reporting.

   b) Present and explain methods to the class.
7. The student will locate and select 3 client assessment tools and/or techniques and familiarize himself with all three. Additionally he will administer one of the three to a client and write and submit a report which 1) summarizes his findings and 2) which lists implications for therapeutic recreation programming with the client.
8. Arrange to review a client's medical record - specifically progress notes covering a 3 to 5 month period. Extrapolate entries that indicate progress and /or decrease in functioning ability. Prepare and present a 5 minute report on this in class.

9. The student will interview 3 different individuals who have different types of handicapping conditions. Based on these interviews, he will write and submit a report which identifies the effects of the conditions on each individual's functioning level.

10. Form a study group and develop an interest inventory to be distributed and discussed in class.

11. View film/video tape on interviewing techniques.

12. Interview 2 classmates utilizing different techniques/approaches.

13. From a list provided, the student will select and review an interaction/communication theory. After study, he will make arrangements to meet and talk with a client currently being served in a formal program for the ill and disabled. He will write and submit a report based on his client contact which shows application of the interaction/communication theory that he selected.

14. a) Assign a group activity to your study group and observe the roles and interactions among members.

    b) Report back to group and discuss.

15. The student will make arrangements to meet and interact with different clients for at least ½ hour for 3 different meetings. Based on these interactions he will develop a report which outlines those factors/behaviors that both facilitated and hindered the development of rapport.

16. Attend a mini - workshop on interpersonal communication and participate in exercises.

17. With an assigned study group of other members, the student will review materials on human growth and development and construct an outline of major developmental milestones and/or crises for the following age groups.

    0 - 6 yrs.
    7 - 12 yrs.
    12 - 20 yrs.
    21 - 45 yrs.
    45 - 65 yrs.
    65 and beyond

    As part of a panel with his peer study group, he will participate in review and presentation of the outline developed by his study group. Report will include indications of recreational need patterns for each age group.

Supplementary Evaluative Criteria

1. Given a list of 10 handicapping conditions, the student will construct a brief outline for 7 of them, identifying at least 1 fact in each of the following areas: history, etiology, symptoms and prognosis.

2. On a completion question in a written test, the student will list at least six major categories of handicapping conditions.

3. The student will verbally describe at least 2 limitations on functional ability of 10 randomly selected handicapping conditions.

4. In a written paper and/or orally, the student will contrast at least six major disability areas in terms of their history, etiology, symptoms, and prognosis.

5. In a written paper, the student will describe the nature and etiology of at least four handicapping conditions indicating the potential impact of each condition on an individual's functioning level and behavior pattern.

6. On a written test, the student will correctly define 20 of 25 medical, psychological and behavioral terms associated with the major handicapping conditions.

7. Given a patient history, the student will explain at least 80% of the medical, psychological and behavioral terms.

8. The student will observe two clients with different disabilities in activity sessions in an agency. Based on these observations, he will describe in clear and succinct reports the condition and behavior of each client utilizing medical, psychological and behavioral terminology.

9. Orally and/or in writing, the student will name and describe the assessment process and outcomes of at least three client assessment tools. Each of the tools should come from a different area from among the following: (1) perceptual motor, (2) psychological, (3) activity, (4) self care.

10. Given an individual client to work with in a field setting, the student will assess and submit a written report on the client's limitations, abilities, and needs after running the client through a series of tests in the areas of perceptual motor, psychological, activity and self care.

11. Through direct client contact, the student will complete an assessment of two different clients, using a different tool with each. Results will be summarized in writing and presented orally in class, and will identify at least two functional strengths and weaknesses of each client assessed.

12. Based on personal observation of a client's performance and behavior in an activity program over time (at least 5 or more different sessions), the student will present orally in class a report which reflects/includes examples of the client's improvement, sameness, or regression in terms of functional skills.

13. Given a small group of clients, the student will observe each client and submit written reports on progress over a six-week period.

14. On a written examination, the student will correctly match 8 out of 10 statements that pertain to different theories of personality and/or human growth and development.

15. The student will make an oral presentation contrasting two theories of personality development.

16. The student will outline and differentiate 2 developmental theories in a written report.

17. Given a group situation, the student will observe and give direct feedback to the group in reference to their interactional pattern and the roles assumed by each group member.

18. Demonstrate under supervision, and in the clinical setting, an ability to greet, meet, and establish a relationship with a handicapped individual.

19. Given an individual client in a field setting, the student will conduct an interview centered around an interest inventory which he/she has developed and/or modified.

20. Given a list of 6 handicapping conditions, the student will list at least 5 functions of TR services for each of the conditions.

21. Given a specific physical disability, the student will submit a written description including anatomical implications and physiological factors.

MODULE PACKET #23

PARTICIPATION ON TREATMENT TEAMS

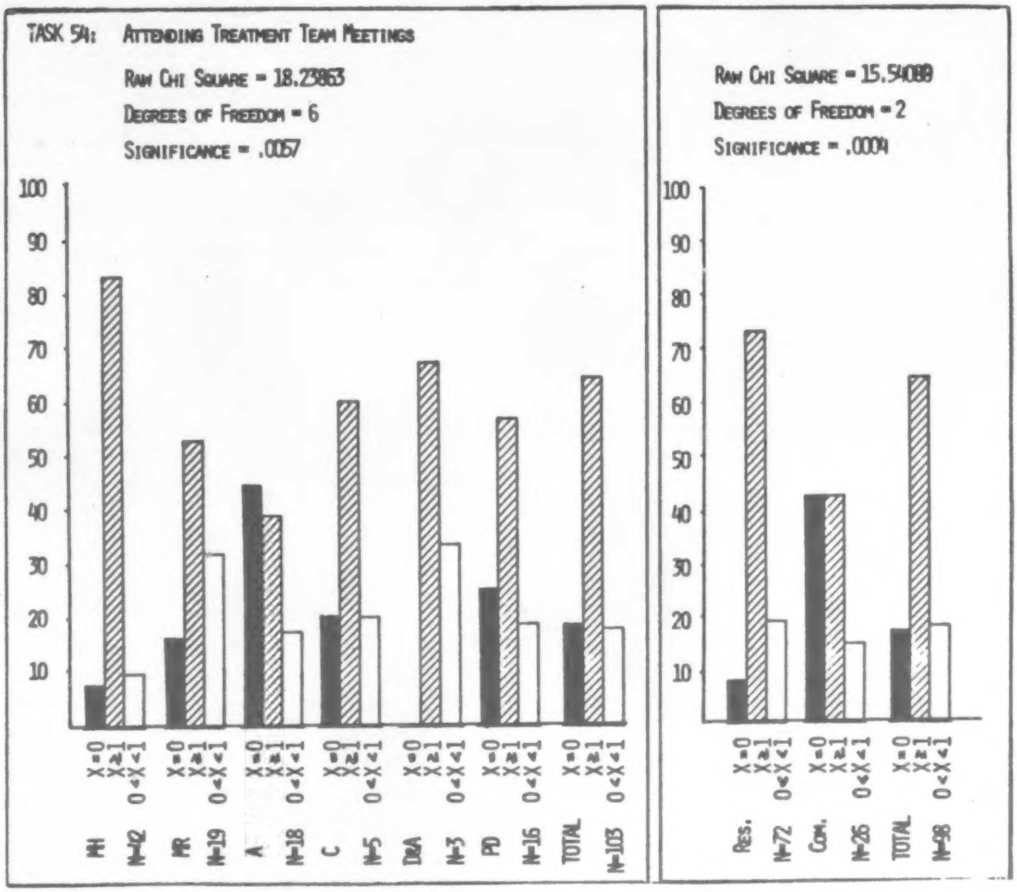
MODULE PACKET #23

I. MODULE TITLE: PARTICIPATION ON TREATMENT TEAMS

II. COMPETENCY IT RELATES TO:

Ability to function effectively as a member of the treatment team.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASK



The original task on Attending Treatment Team Meetings was found to be significant across disability grouping (.0057) as well as with respect to treatment setting (.0004).

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #23	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
3	6	1	OF THE TEAM CONCEPT	0	10	1	IN REPORTING ON CLIENT PROGRESS
10	2	0	OF MEDICAL TERMINOLOGY	2	8	1	IN WRITING PROGRESS NOTES
6	5	0	OF ALLIED HEALTH FIELDS	0	8	3	IN COORDINATING WITH TEAM MEMBERS
6	4	2	OF THE ROLE OF TR IN TREATMENT				
7	2	3	OF REACTIONS TO DISABILITIES				
10	2	1	OF THE NEEDS OF THE DISABLED				
5	5	0	OF CONFIDENTIALITY AND ETHICS				
8	2	1	OF DRUGS AND THEIR EFFECTS				
55	28	8	SUB-TOTAL FOR KNOWLEDGES	2	26	5	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	57	54	13	

Respondents felt that the knowledges for treatment team functioning were best learned in the classroom, while the skills were best learned in a practicum setting. Response totals for knowledges were: class - 55; practicum - 28; and job - 8. Category totals for skills were: class - 2; practicum - 26; and job - 5.

V. CONTENT SUMMARY OF MODULE

This module deals with the ability to work effectively with persons from other health-related disciplines in order to provide treatment based upon cooperatively determined goals and objectives. This means that the therapeutic recreator works with the doctor, nurse, social worker, occupational therapist, and others to

CONTENT SUMMARY OF MODULE (continued)

formulate a plan of action that will be therapeutic for the client. Functioning as a member of a treatment team includes giving and receiving treatment input as well as initiating and following ideas for treatment techniques.

VI. LEARNING OBJECTIVES

1. The student will be able to understand and discuss the philosophy of the team approach to treatment, and the identity and responsibilities of each member of the team.

2. The student will be able to understand and discuss the unique potentials of TR for meeting the physical, psychosocial, and cognitive needs of the disabled.

3. The student will be able to understand and discuss the allied health and related activity disciplines; their orientations, functions, and terminology.

VII. READINGS

1. Kraus, Richard. Therapeutic Recreation Service: principles and practices. Philadelphia: W.B. Saunders Company, 1978. pp. 63-69, 81-98, and 150-151.

2. O'Morrow, Gerald S. Administration of Activity Therapy Service. Springfield, Illinois: Charles C. Thomas, 1966. pp. 234-246.

3. O'Morrow, Gerald S. Therapeutic Recreation: A Helping Profession. Reston, Virginia: Reston Publishing Company, 1976. pp. 189-192.

4. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia: Lea and Febiger, 1975. pp. 195-214.

VIII. AUDIO-VISUAL MATERIALS

No films or tapes have been located which would be useful for this module.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will role-play a treatment team meeting in a residential, psychiatric setting. The meeting should be attended by the patient's psychiatrist, a ward nurse, a recreation therapist, an occupational therapist, and the ward dietician.

PARTICIPATORY EXERCISES AND ACTIVITIES (continued)

The purpose of the meeting will be to identify three initial treatment needs for a client who was just admitted. Students may "ad lib" any other case information which might be necessary.

2. Students will engage in discussion about the kinds of difficulties that may arise with respect to treatment teams. What difficulties might arise in communication? In coordination of feedback? With respect to personal power motives? With respect to conflicting approaches? What are some of the strengths of the team approach to treatment?

X. HOMEWORK ASSIGNMENTS

1. Students will select or be assigned one discipline that is part of a treatment team, such as therapeutic recreation, occupational therapy, nursing, social work, physical therapy, dietetics, etc. Each student will prepare a written report on his discipline that includes 1) orientation to treatment; 2) philosophy and goals; 3) treatment media; and 4) terminology. Students will duplicate their reports so that each class member may organize a file of information on treatment team disciplines.

2. Visit your agency affiliation and attend a treatment team meeting. Observe the processes of communication, cooperation, conflict, and resolution of conflict. Write a report discussing your observations.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will submit evidence that he has been actively involved as a member of a treatment team, and that he thoroughly understands the treatment team concept. Evidence should consist of the following:

a. A letter or telephone call from another member of the treatment team in which the student was involved. The letter or call should verify that the student was a member of the team, and that the team functioned actively for at least 3 months.

b. A report by the student describing the setting in which he worked. The report should include what other disciplines were represented on the team, how often the team met, what kinds of records were kept, and other information that will confirm the student's familiarity with the concept and process.

c. A copy of the blank forms which the treatment team utilized in case planning. It is not necessary that the student try to obtain actual forms as they were filled out for particular clients, because this could result in problems of privacy.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer such questions as the following:

a. Identify six allied health or activity disciplines that might be represented on a treatment team for a client arriving at a rehabilitation center after becoming traumatically paralyzed.

b. When presented with a list of disciplines found on many treatment teams, the student will discuss the philosophy and treatment media of each discipline.

c. Discuss the role that therapeutic recreation can play in the treatment of illness and disability.

d. Identify and discuss 3 strengths and 3 weaknesses of the team approach to treatment.

3. Action Demonstration of Competence

The student will arrange to become an active member of a treatment team for at least two months. The student will select the rehabilitation setting and clear the arrangement with a supervisor in the agency. The student will keep a record of the processes that occur in team meetings, the difficulties and conflicts that arise, and how they are resolved. The student will receive a rating from each team member at the conclusion of the 2 months. A majority of the members must agree that the student functioned effectively as a team member.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Review resource materials on the "team approach" to treatment. List several functions and responsibilities of the team and make distinctions between the functions of treatment teams within various disability settings, if applicable.

2. Make arrangements to observe several team meetings and identify the following: the various professionals who are members of the team; the responsibilities of each team member; the overall purpose of the meeting. Note if there appears to be a leader of the group and also if it appears that the team is carrying out other responsibilities that are not usually part of a regular team meeting, such as training functions. Record the number of cases covered during the meeting. Observe confidentiality.

3. Observe at least 2 patients with different disabilities and orally describe, in class, each client's behaviors, apparent symptoms and other clinical features of the client's disability.

4. Review literature put out by the various allied health professions (O.T., P.T., S.W., etc.) and make a list of the primary functions and treatment philosophies of each profession.

5. Arrange to visit at least 2 disability settings and obtain information about the roles of the various allied health professions and adjunctive therapies. Which professions are represented in each setting? Who does what?

6. Review and study TR texts and list the roles and functions of the TR specialist. Review journals, studies, etc. for data concerning job task analysis. Make a file; share data with class.

7. Develop a file for each major handicapping condition and include information regarding etiology, symptoms, course of illness, prognosis, areas of function that are usually disrupted and areas of primary concern for TR.

8. List the major handicapping conditions and develop a list of physical, cognitive and psycho-social needs for each condition that can be met through TR services. Briefly describe the methods for attaining goals. Prepare for possible in-class discussion.

9. Form study groups and select 3 major handicapping conditions from a list provided by class instructor. Within the group context, 1) research new or "tried and true" treatment methods for each disability and record data including sources of data; 2) develop a treatment program for each disability category; and 3) be as specific as possible concerning the activities that would be employed, the short and long-range goals and projected length of treatment necessary. This might be used as a term project.

10. Review literature on "Standards of Ethical Practice", Patient's Rights, recent court cases involving the civil rights of patients, etc. Prepare a file.

11. Review introductory books on pharmaceuticals; review and study handouts provided on chemotherapy.

12. List the major handicapping conditions and list the major drugs that are used in the treatment of each disability area.

13. For a class project, write to several pharmaceutical companies and request booklets, literature, etc. on the treatment of various disabilities such as depression, schizophrenia, etc.

14. List various drugs and their side-effects. List the potential effect of various therapeutic drugs on patient performance in TR activities. Make a list of activities that could be employed that would minimize the potential effects of drugs on patient performance. List the factors that would be important to consider when developing programs (degree of energy expenditure required, need for protection against exposure to strong sun, etc.).

15. Arrange to observe a client over a 3-5 week period and prepare a weekly oral progress report to be presented to classmates. Do not use the client's real name in your report; observe confidentiality.

16. During a fieldwork experience, with supervision, function on a treatment team as a participating member. Coordinate your goals with others. Present oral reports concerning patient performance, functional abilities, etc.

Supplementary Evaluative Criteria

1. On a written exam the student will list and describe at least 4 functions of a "treatment team".

2. On a written exam, the student will describe the "team approach" to treatment and contrast this approach with the "medical model approach" .

3. On a written exam, the student will list at least 6 (different) professionals who typically comprise a treatment team.

4. On a written test and/or orally, the student will discuss the responsibilities and contributions of each team member that insure the effective functioning of the treatment team.

5. On a written vocabulary test, the student will correctly define 20 of 25 psychological and medical terms associated with the major disabling conditions.

6. After listening to an oral vignette or case study, the student will correctly answer 80% of the written comprehension questions that are based on information given in the case study.

7. In a written exam and/or orally, the student will list and briefly describe at least 4 allied health professions; including their function and treatment orientation.

8. On a written exam, the student will correctly match 8 of 10 statements that pertain to the roles or functions of the various allied health professions.

9. Given a list of 6 different treatment settings, the student will describe at least 4 roles and functions of the TR specialist for each setting.

10. On a written exam and/or orally, the student will contrast the role of TR in the treatment of the disabled with the roles of at least 3 other allied health professions.

11. Given a list of 6 major disabling conditions, the student will briefly describe 4 of the 6, identifying the primary symptoms and reactions, prognosis, etiology and recommended treatment procedures.

12. Given a list of 6 disabling conditions, the student will identify at least 4 needs that can be met through TR, for 4 of the 6 conditions.

13. Based on personal observation of a client in a field setting, the student will present an oral report that outlines the client's disabling condition, including: the client's symptoms, behaviors, and needs that can be met through TR. This must be done for a total of 4 clients with different disabilities.

14. Given an individual client in a field setting, the student will demonstrate, under supervision, knowledge of ethical standards of practice by showing consideration of: patient confidentiality, patient's legal rights, and observation of the agency rules and regulations pertaining to patient treatment and levels of responsibility.

15. In a written exam, the student will correctly match 8 of 10 statements pertaining to standards of ethical practice.

16. In a written exam, the student will correctly match 8 of 10 statements pertaining to the pharmaceuticals currently employed in the treatment of the disabled.

17. In a written exam, the student will correctly match 8 of 10 statements pertaining to specific drug side-effects and their relevance to client performance in TR activities.

18. Given an individual client in a field setting, the student will give oral and written reports concerning the client's status in behavioral terms at weekly treatment team meetings, over a 6-week period.

19. Given an individual client in a field setting, the student will demonstrate his ability to coordinate his treatment objectives with other members of the treatment team by participating in the development of the Comprehensive Team Treatment Plan.

MODULE PACLET #24

DEVLEOPING TREATMENT PLANS

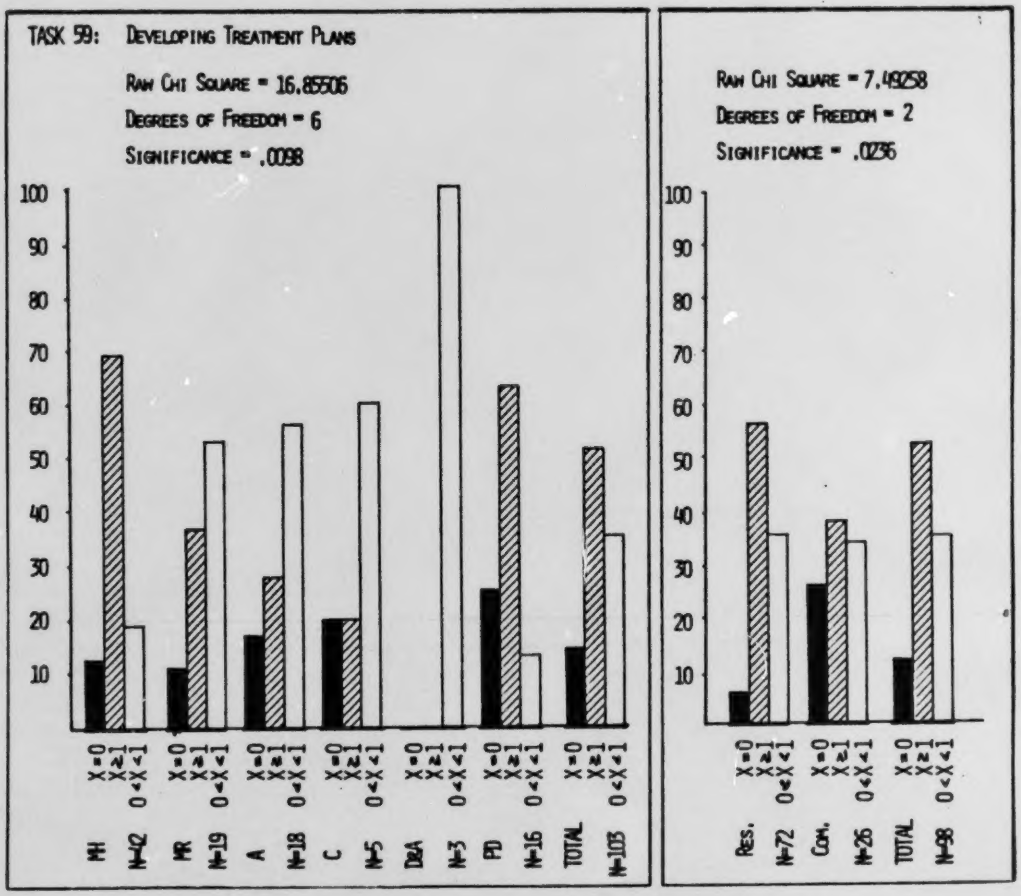
MODULE PACKET #24

I. MODULE TITLE: DEVELOPING TREATMENT PLANS

II. COMPETENCY IT RELATES TO:

Ability to devleop treatment plans for clients

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASK



The task on developing treatment plans for clients was significant with respect to disability grouping (.0098) and with respect to treatment setting (.0236).

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY # 24	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
1	7	4	OF CLIENT HISTORIES	2	7	1	IN WRITING BEHAVIORAL OBJECTIVES
1	8	3	OF TEAM TREATMENT PLANS	2	6	2	IN DEVELOPING GOALS
6	5	0	OF APPROPRIATE ACTIVITIES	2	5	2	IN FUNCTIONAL ASSESSMENT AND ACTIVITY ANALYSIS
7	3	1	OF BEHAVIORAL TERMINOLOGY	1	7	3	IN GATHERING BACKGROUND DATA
5	6	0	OF ACTIVITY VALUES	1	5	6	IN TEAM COOPERATION
8	3	0	OF TREATMENT THEORIES				
28	32	8	SUB-TOTAL FOR KNOWLEDGES	8	30	14	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⇨	36	62	22	

Respondents felt that both knowledges and skills related to treatment planning were best learned in a field practicum setting. For knowledges, the category totals were: in class - 28; practicum - 32; and on the job - 8. For skills, the totals were: in class - 8; practicum - 30; and on the job - 14.

V. CONTENT SUMMARY OF MODULE

This module deals with assessing client needs and helping the client set reasonable and appropriate goals. Additionally, it deals with determining treatment approaches and frameworks, and pulling all information together into a comprehensive and definitive plan of action for therapeutic recreation.

VI. LEARNING OBJECTIVES

1. The student will be able to identify various treatment approaches and frameworks and discuss their significance in determining the direction of treatment planning.
2. The student will be able to assess the interests, attitudes, and behaviors of clients, and thereby determine the client's areas of strength and areas of need.
3. The student will be able to translate identified needs into concise, behavioral goals.
4. The student will be able to work cooperatively and effectively with the client in developing a treatment plan.
5. The student will be able to determine therapeutic activities to help clients achieve goals.

VII. READINGS

1. Mosey, Anne Cronin. Activities Therapy. New York: Raven Press, 1973. -p. 105-110.
2. O'Morrow, Gerald S. Administration of Activity Therapy Serivce. Springfield, Illinois: Charles C. Thomas, 1966. pp. 275-290.
3. O'Morrow, Gerlad S. Therapeutic Recreation: A Helping Profession. Reston, Virginia: Reston Publishing Company, 1976. pp. 161-202.
4. Stein, Thomas A. and Sessoms, H. Douglas. Recreation and Special Populations. Boston: Holbrook Press, Inc., 1977. pp. 27-41.

VIII. AUDIO-VISUAL MATERIALS

An attractive and useful series of materials (booklets and audio tapes) on individualized goal planning in Human Service professions have been developed by the Department of Behavioral Science, Milton Milton S. Hershey Medical Center. They specifically relate to three different types of facilities and programs including: Mental Health, Developmentally Disabled, and Nursing Care. For information contact Dr. Peter Houts, Department of Behavioral Science, The Pennsylvania State University, College of Medicine, Hershey, Penna. 17033.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups. Within each group, students will practice various interview techniques to assess attitudes and interests. While one student role-plays the client and one student plays the recreation therapist, the other members of the study group will observe and give feedback.

2. Students will meet in study groups and make a list of four long-term goals for a given client. Then students will break each long-term goal into at least three short-term goals.

3. Students will be presented with a list of vaguely-stated client needs. Each student will write a specific, short-term, behavioral goal that address the general need.

   The list of vaguely stated needs is as follows:

   a. Need for more socialization.
   b. Need to express anger appropriately.
   c. Need for improved personal hygiene.
   d. Need to control alcoholic intake while out on excursions.
   e. Need to function more independently.

   Students will discuss the goals they have written and give each other feedback on how clearly and behaviorally stated each goal is.

4. Students will meet in study groups. Each group will receive the same set of four brief case descriptions. For each case, students will identify: 1) client strengths and interests; 2) client needs; 3) clarification or more detail on the identified needs; and 4) specific, behavioral goals. Then the study groups will meet back together as an entire class and compare their findings.

   The four case descriptions, as well as a sample goal-planning form, may be found on the following pages.

Kimberly is a 14-year old black female admitted for truancy from school, running away from home, and generally being unmanageable in school and at home. Although she has not been arrested for any crimes yet, she stays out after curfew, hangs around street corners with peers, verbally abuses her teachers, and refuses to obey her parents. She has committed various petty pranks such as spray-painting a subway train, but the charges were dropped. She has been admitted to the hospital after being expelled from her third special school for youths with behavioral problems. She is bright and talented in music, but considers it corny and childish to participate in Activity Therapy. She has a powerful leadership role among her peers and is often the instigator of trouble. Her peers will follow her in whatever she does.

Michele is a 15-year old white female who acts very immature. She talks like a baby, whines when she wants something, and dresses to appear much younger. She calls her mother every day from the hospital; sometimes even twice a day. She demands things and throws tantrums whenever she doesn't get her way. In recreation, she refuses to play games where she can't always be the winner. She is sexually naive and does not seem to understand the facts of life. She used to be quite active and talented in plays at school until she started becoming regressed. Her parents first noticed her changing when she was reaching puberty. Even now, she refuses to admit that her body is becoming a woman's body. She tries to relate to peers only by acting like a baby and trying to get them to "mother" her. She does not have any friends on her unit.

Nick is a white male, age 16 at admission. He is well-built, good looking, and was quite competent in athletics before admission. He became depressed after his father died 6 months ago and became progressively withdrawn and bizarre. He started doing poorly in school and was forced out of athletics because he missed practices and would make deliberate actions to disrupt team strategies and plays. He also began roaming the streets eating out of garbage cans, and now will eat nothing except scraps from garbage cans. If denied these scraps, he will not eat at all. Though tall and very slim, he constantly (about 8 times per hour) asks staff whether they think he is fat. He makes contact with other patients only by physically bothering them-- trying to touch and hold them. He also has poor personal hygiene, and other patients say they can't stand to be near him.

Mark is a white male, 18 years old. He was admitted after being arrested for exhibiting himself to a seven-year old girl. Before that, he had been released on probation for peeping in a bedroom window where two 9-year old girls were undressing. He is quiet and has no friends. The other patients will have nothing to do with him, because they feel his "crime" was the epitome of shame and non-masculinity. He now refuses to participate in any activities, although his former teachers say he was quite talented in art. He sits in his room all day, coming out only for meals, at which time he eats excessively. He is 20 lbs. overweight. He displays no feelings of pride or self-worth and occasionally alludes to suicidal feelings.

	Client Strengths & Interests	Needs	Clarification	Specific Goals
#1				
#2				
#3				
#4				

5. Students will consider the following long-term needs of various clients:

    a. Need to express anger.
    b. Need to interact more with others.
    c. Need to improve physical condition.
    d. Need to develop positive self-image.
    e. Need to function more independently.

    Students will identify specific activities that would help a client to meet each of these needs.

X. HOMEWORK ASSIGNMENTS

1. Each student will arrange to review the patient records or charts for three clients at his agency affiliation. The student will list the general treatment goals for each client, and then identify several therapeutic recreation goals that would be consistent with the goals stated in the records. The student will discuss what activities would be appropriate for meeting the goals.

2. Each student will interview a client at his agency affiliation. If this is not possible, the student may interview another student or a friend. The purpose of the interview will be to assess leisure interests and needs and set at least three goals to address these interests and needs.

3. The student will attend or observe a session at his agency affiliation, in which a recreation therapist is assessing needs and/or setting treatment goals with a client. The student will write a short paper describing the process he observed, the attitudes of the client and therapist, any cooperation or trust which was evident, and what the purpose and outcome of the session were.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

    The student will present evidence that he/she has been significantly involved in the development of treatment plans for at least five clients in a therapeutic recreation or related setting. Evidence should consist of the following:

    a. A letter or telephone call from the director or supervisor of the agency or department where the student worked while developing treatment plans. The letter or call should verify that the student was significantly involved in treatment planning, and that his treatment plans were appropriate and acceptable to the agency.

b. An explanation by the student of what treatment approaches and/or frameworks he used; what processes he used to determine client needs and goals; and what techniques he utilized to determine therapeutic activities for addressing needs and goals.

c. A copy of the treatment plan forms, goal forms, needs assessment forms, and/or any other written materials used by the student to develop treatment plans.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer questions such as the following:

a. Describe three techniques for gathering data on client interests, attitudes, and behaviors. Specify at least one strength and one limitation of each technique.

b. When presented with a case description of a client, identify several client strengths and interests and several client needs.

c. When presented with a list of vaguely stated needs for a given client, translate these needs into several concise, short-term, behavioral goals.

d. When presented with a set of client strengths, interests, needs, and goals, determine several therapeutic activities that would incorporate the client's strengths to help him achieve his goals.

e. Identify and discuss three treatment approaches or frameworks. List at least one strength and one weakness of each approach.

3. Action Demonstration of Competence

The student will arrange to develop treatment plans for three clients in a field agency. With the agency's approval, the student must: 1) review each client's background and history; 2) interview each client to establish rapport and assess interests, strengths and needs; 3) meet with each client to set at least two, short-term, behavioral goals; and 4) determine at least two activities that would be therapeutically appropriate for each client. The student will be graded by either the course instructor or the agency supervisor.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Review literature on interviewing techniques.

2. Pair off with another student. Alternately, practice various interview techniques. Record data concerning student's interests, skills, vocational/avocational goals, etc. Record your reactions to being interviewed.

3. Make a list of various data gathering techniques. Arrange, through an agency, to work with a client and utilize 3-5 of the data gathering methods listed to obtain information necessary to complete a case study.

4. Given several case studies, evaluate the source and accuracy of the information reported and utilize this data to develop a brief treatment plan for each case.

5. Review several readings on development and personality theory.

6. List the major cognitive milestones. Review literature on cognition and write a paper describing how transitions are made from one level of cognitive development to another. List several activities that are appropriate for each major level of cognitive skill.

7. Outline the major milestones of motor/physical development. Describe the necessary prerequisites for; walking, using tools, fine motor grasp, eye-hand coordination, kicking, batting, etc. List several activities that use motor skills that evolve at different times in development.

8. Outline the steps of psychosocial development and interaction skills. List several activities that are appropriate to the various levels of psychosocial development and interaction skills.

9. Given a list of treatment objectives, differentiate between the long and short-term goals. When you identify a long-term goal, break it down into small, short-term units.

10. Given several case studies and evaluative data, determine at least 4 initial goals for treatment and describe your treatment methods. List the clients strengths and weaknesses, and describe the clients optimal level of function.

11. In a study group, given several assessments of clients' performance, skills, and areas of dysfunction, list as many activities as you can that are appropriate for each client.

12. Observe several clients with different disabilities in T.R. activities. Following the observation period, briefly describe (orally or in writing) each client's optimal level of function, areas that need to be improved and areas of strength.

13. Using medical records from a variety of settings, student will read, make notes of information about the client, and indicate those items which are of special importance for consideration in developing a treatment plan. Especially noted should be: terminologies which are not understood; client's interests and accomplishments; precautions to be observed. Student will need to look up and learn terminologies not understood.

14. Attend a team meeting, or discuss treatment planning with a simulated team, planning treatment for a hypothetical client. Identify treatment goals (long and short-term) and the areas of concern and activity which are appropriate for each of the team members.

15. Study human development. Discuss stages of development and age-appropriate activities in class. Observe and/or interview people of all ages. Especially record activity levels in terms of physical, emotional, perceptual-cognitive and social components. Develop a stage-specific file of appropriate activites.

16. Read and discuss material from texts and publications which define treatment frameworks (Ex. Mosey's "Three Frames of Reference", or "Activities Therapy"; Clark "Social Therapy in Psychiatry"; Glasser "Reality Therapy"; Wolpe "Behavior Therapy"; etc.) Visit a behavior modification unit. Visit a therapeutic community. Write a report of how a chosen activity (ex. bowling, gardening, ceramics) would be presented if done within the context of each of four distinct treatment frames.

17. Review case material (real or simulated) for: 1) indications of assets and liabilities in the client's life situation; 2) areas of dysfunction; and 3) the apparent needs of the client which might be met by therapeutic recreation. Include comments on ways in which the client's dysfunctions affect his functional abilities and life-style.

18. Visit a neighborhood (preferably different from the student's own) for a few hours of observation on two or three occasions. If possible, interview individuals in stores, recreation centers, places of business and at home. Give attention to prevailing patterns of behavior, object relations and attitudes regarding handicapping conditions.

19. Review material on the construction of behavioral objectives (Mager, etc.). Practice writing behavioral objectives.

20. In a clinical setting, work with one new client on the development of a treatment plan. This will include collaboration with the client, and other professionals on the treatment team, and consideration of social-cultural factors as well as the client's needs.

Supplementary Evaluative Criteria

1. Given a list of 10 descriptions of individual people (not necessarily clients), including their skills and interests, the student will suggest appropriate activities for each person.

2. Given 10 descriptions of clients, the student will write a list of stress factors which are evident in each.

3. When presented with two case descriptions, the student will list assets and liabilities for each client.

4. Using three descriptions of clients, the student will list the areas of dysfunction, and then list activities which might be considered potentially helpful in increasing the clients' functional abilities. Give rationales for each. Rationales should include considerations of client's needs and interests, social and cultural factors, etc.

5. The student will develop an appropriate treatment plan written in behavioral terms for at least one real client.

6. Given a group of clients in a field setting, the student will prepare a brief written case study on each client that includes the following information: the client's history, past treatment, diagnosis, prognosis, expected length of hospitalization, the team treatment plan, and a description of the client's former level of successful functioning.

7. Given a group of clients in a field setting, the student will utilize at least 3 data gathering techniques to obtain information necessary for developing each client's case study and treatment plan.

8. Given a group of clients in a field setting, the student will examine the data gathered on each client and determine its relevance for treatment planning. The student will then discuss these factors with his/her field work supervisor and specify the importance of the data and how it will contribute to the T.R. treatment plan, using theoretical formulations when applicable.

9. Given a group of clients in a field setting, the student will submit a TR treatment plan for each client that incorporates 2 or more of the client's interests or personal goals; that encompasses the client's expected length of hospitalization and the client's team treatment plan; that prescribes a graded series of TR activities and experiences that are appropriate to the client's functional level; that encourages gradual expansion of the client's functional abilities; and that is ultimately designed to facilitate the client's re-entry into the community, when feasible.

10. Given a list of clinical phrases and abstract terms, the student will rewrite the items using behavioral terms, so that a clear and concrete example of a specific incident, behavior, or condition is provided.

11. Given a list of abstract and general goals, the student will rewrite the items using behavioral terms, so that the expected outcome or goal can be readily understood, observed and measured.

12. Given a group of clients in a field setting, the student will write a TR treatment plan, for each client, and will describe the client's area of function/dysfunction and optimal level of function using behavioral terminology.

13. Given a list of 6 disabling conditions, the student will identify for each condition, at least five (5) recreational activities that have potential therapeutic value in the treatment of the specific disabling condition.

14. On a written exam, the student will correctly match 8 out of 10 statements pertaining to a variety of recreational activities and their potential value for particular individuals and groups.

15. In a written paper, the student will compare and contrast the treatment approaches of at least 3 different theoretical frames of reference.

16. On a written test, given 6 descriptions of levels of client function/dysfunction (representing 6 different disabling conditions), the student will specify:
    a. at least 3 short-term goals and methods for each client assessment.
    b. a theoretical justification for the selection of each goal and/or method.

17. On a written test, the student will correctly match 8 out of 10 statements pertaining to the development of interaction skills.

18. Given an individual client in the field setting, the student will formulate an in-depth treatment plan utilizing at least one (1) theoretical treatment framework and will discuss this plan with his/her fieldwork supervisor.

19. Demonstrate under supervision and in the clinical setting, the ability to incoporate components of Behavioral Theory into the client's treatment plan, as appropriate.

20. On a written test, given a list of cognitive skills, the student will correctly place 80% of the skills in the normal developmental sequence.

21. Given a group of clients in the field setting, the student will rank-order each client's target behaviors* in their order of importance and will discuss with his/her fieldwork supervisor the theoretical justification for the selection of immediate versus longer-termed goals. *target behaviors = areas of concern, weakness, etc.

22. On a written test, the student will correctly match 80% of the statements pertaining to the requisite cognitive, physical and psychosocial skills necessary for successful performance in various activities.

23. On a written test, given descriptions of four (4) different functional levels, the student will list at least 3 activities that are appropriate for each level of functional ability.

24. Demonstrate under supervision and in the field setting, the ability to select activities that are appropriate to client's level of functioning, as reflected by the degree of comfort the client is experiencing, the enthusiasm the client shows for sustaining his participation in the activity, and the quality of the client's performance.

25. Demonstrate under supervision and in the field setting, the ability to collaborate with other treatment team members concerning the development of TR treatment objectives and the nature of the environment that will support the client's best performance.

MODULE PACKET #25

ANALYZING ACTIVITIES

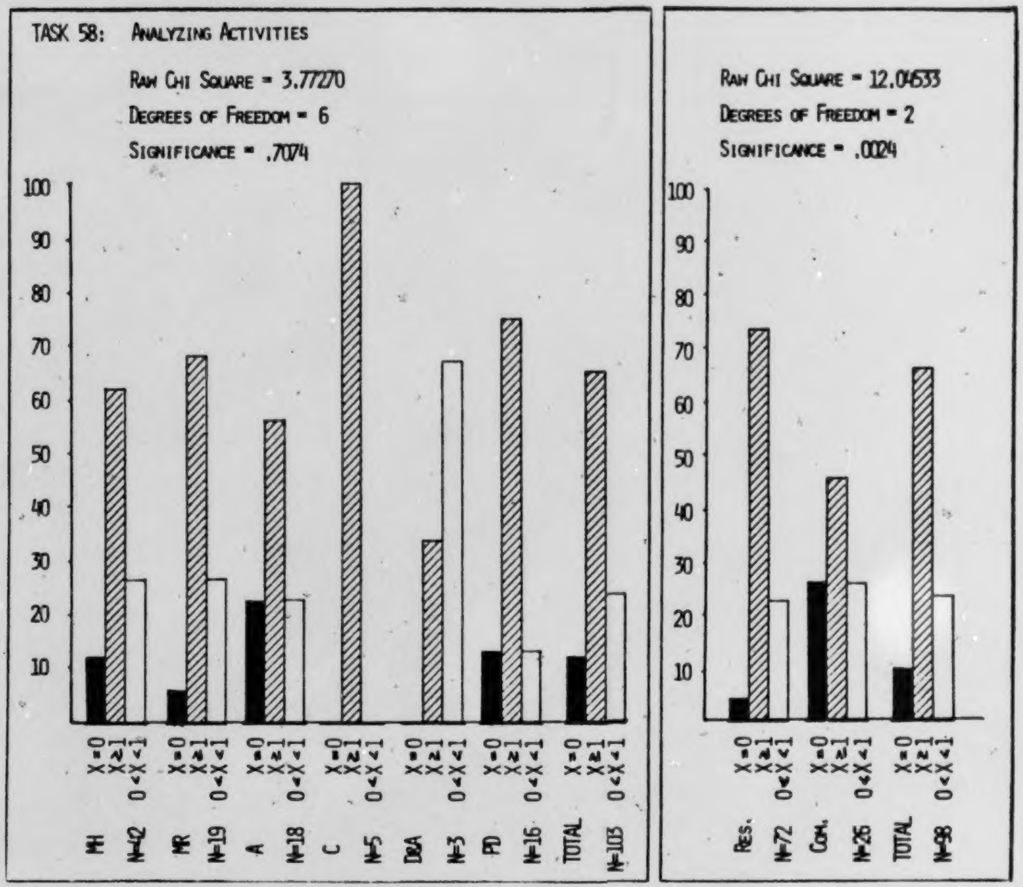
Module Packet #25

I. MODULE TITLE: ANALYZING ACTIVITIES

II. COMPETENCY IT RELATES TO:

Ability to analyze activities to determine their therapeutic value for clients.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASK



The task "analyzing activities" was significant (.0024) with respect to treatment setting. Of person employed in residential settings, 73.6% analyzed activities once or more per week, while 22.2% did so less than weekly, and only 4.2% never analyzed activities. In the community setting, 46.2% analyzed activities at least once per week, while 26.9% were involved less than weekly, and 26.9% were never involved.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY # 25	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
10	0	0	OF ACTIVITY ANALYSIS PROCESS	3	7	0	IN SEQUENCING ACTIVITIES
9	1	0	OF DOMAINS OF FUNCTIONING	0	7	3	IN IDENTIFYING OLD SCHEMES
7	3	0	OF ACTIVITY COMPONENTS	4	3	3	IN ANALYZING ACTIVITIES
				4	3	3	IN ISOLATING PERFORMANCE DEMANDS
				1	6	3	IN ADAPTING ACTIVITIES
26	4	0	SUB-TOTAL FOR KNOWLEDGES	12	26	12	SUB-TOTAL FOR SKILLS
GRAND TOTAL: ⟹				38	30	12	

Respondents felt that knowledges for this competency were best learned in the classroom. Response totals for knowledges were: classroom - 26; practicum - 4; and job - 0. Respondents perceived skills as being best learned in a field practicum setting. Category totals for skills were: classroom - 12; practicum - 26; and job - 12.

V. CONTENT SUMMARY OF MODULE

Activity analysis is the process of systematically breaking down and examining an activity to determine its inherent components and participation factors. Analyzing an activity will help a person understand expected outcomes of participation, and will give direction for selecting and matching activities to clients' functional levels and for modifying and adapting activities.

Therefore, the purpose of this module is to help students learn the process of breaking down activites into their component parts. With this competency, students will be able to select and design activities that are therapeutically targeted towards the attainment of specific goals.

VI. LEARNING OBJECTIVES

1. The student will be able to define activity analysis and discuss its purpose and application within therapeutic recreation programming.
2. The student will be able to identify and discuss the four domains of human functioning (cognitive, emotional, social, and physical) and their relation to activity analysis.
3. The student will be able to utilize activity analysis techniques to isolate the various components and performance demands of an activity.
4. The student will be able to utilize the results of activity analysis to structure and adapt activities to meet client needs and treatment goals.

VII. READINGS

1. Fidler, Gail S. and Fidler, Jay W. Occupational Therapy; A Communication Process in Psychiatry. New York, New York: The Macmillan Co., 1963. pp. 71-97.
2. Gunn, Scout Lee and Peterson, Carol A. Therapeutic Recreation Program Design: principles and procedures. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978.

VIII. AUDIO - VISUAL MATERIALS

No films, records, or tapes have been found that are applicable to this module.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups. Each group will be assigned one domain of human functioning. Each group should determine a set of questions that would be useful for analyzing an activity with respect to that domain. Groups will then present their sets of questions to the entire class.

2. Students will meet in study groups. Each group will be assigned a specific activity such as volleyball, oil painting, musical chairs, poetry reading, etc. Each group should analyze the components of its assigned activity with respect to the four domains of functioning. After the analysis, each group will be assigned a specific, handicapped population such as blind, paraplegic, severely retarded, senile and regressed aged, etc. Each group will then utilize their analysis to determine how they could modify the activity for their assigned population. Groups should determine which domains need adaptation, and what particular aspects of those domains must be adapted. Groups will then report their process and conclusions to the entire class for discussion.

X. HOMEWORK ASSIGNMENTS

1. The student will design a set of activity analysis questions that address the four domains of functioning. Then the student will select one specific activity in each of the following categories: arts and crafts; music and dance; games and sports. The student will use his set of questions to analyze the three activities he has chosen.

2. The student will visit his agency affiliation and observe an activity being conducted by the TR staff. The student will then write a paper which analyzes that activity and describes how the activity could be modified to meet the needs of a client who did not participate.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as a pre-test

The student will present evidence that he/she has been significantly involved in the process and application of activity analysis for clients in a therapeutic recreation or related setting. Evidence should consist of the following:

a. A letter or telephone call from the supervisor or director of the department or agency where the activity analysis was utilized. The letter or phone call should verify that the student was significantly involved in the process for a minimum of five clients and five different activities.

b. A discussion and explanation by the student of what techniques were used for activity analysis, and how the analysis was applied to the structuring and adaptation of activities to match clients' needs and functional levels.

c. A copy of all written or duplicated materials used in the activity analysis. This would include analysis forms, client goal sheets showing activity adaptations, etc.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer some or all of the following questions:

a. Identify and discuss the four domains of human functioning and their relation to therapeutic recreation programming.

b. Discuss in detail each domain of human functioning. For each domain, identify at least five specific components or performance requirements that should be addressed or analyzed.

c. Design an activity analysis form suitable for analyzing activities according to the four domains of functioning.

d. Discuss the utilization of activity analysis to structure and adapt activities to meet client needs. Discuss why this is an important process, and give specific examples of how an activity could be adapted to meet a particular client's functional level.

3. Action Demonstration of Competence

The student will arrange with an agency to conduct an analysis of four activities currently offered to clients. The student will design the activity analysis form he/she uses, and the student will utilize the analysis results to make specific recommendations as to how the activities could be adapted or modified to meet the functional levels of other particular clients. The student's process and theory must be acceptable to the course instructor.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Research the Therapeutic Recreation Journal and locate 2 recent articles on activity analysis techniques. Present them in a written paper.

2. Visit a local TR agency to obtain information regarding their use of activity analysis (if any!). Critique and discuss in your study group.

3. Select 10 activities of your choice and do the following:

    a) Construct a continuum for each activity which begins with the most basic form to the complex. (utilize the components of activities for this analysis)
    b) For each activity, distinguish which domains of functioning are involved and how.

4. Develop a file for the following activity areas: a) games & sports, b) arts and crafts, c) performing arts, d) other (your choice). In each file, list 12 activities in a rating scale from lowest performance demand on part of client to greatest.

5. Both hypothetically in class and actually in the field, adapt 3 activities to meet an assigned client on his/her functional level.

Supplementary Evaluative Criteria:

1. When presented with 3 specific activities, the student will choose 2 and construct a written continuum for each. The continuum will depict the progression of the activity from its most basic to its most complex form. The continua must be judged satisfactory by the course instructor.

2. When presented with a list of 5 activities, the student will correctly list the domains of human functioning involved in each activity.

3. When presented with a specific activity, the student will orally discuss in detail which domains of human functioning are involved and how they are involved.

4. When presented with an activity, the student will write 2 pages identifying and discussing the various components that will be involved such as decision making, self concept, socialization, and cooperation with others. The written discussion must be judged satisfactory by the course instructor.

5. When questioned about activity analysis techniques, the student will verbally describe two techniques and then defend his personal choice of techniques.

6. When presented with a list of 10 activities, the student will correctly order them in a hierarchy ranging from lowest performance demand on the client to highest performance demand, within a specific domain of functioning.

7. When presented with a hypothetical case description of a patient, the student will name two activities that would benefit the patient, discuss why they would be of benefit, and describe how they could be adapted to fit the functional level of the patient.

8. When assigned to a specific field agency, the student will observe the agency's clients for a period of 2 hrs. The student will then select an activity to teach, and he/she will identify a continuum of skill steps that comprise the activity. The student will teach the steps and the final activity to the clients while being observed by the course instructor or the activity therapy supervisor of the agency. The observer will give feedback to the student.

9. The student will choose a complex dance in advance. He will analyze it into teaching steps and teach it to members of his recreation class. The student's grade will be based on how effective his analysis and teaching are - that is, how well his classmates are able to execute the dance after each step and at the conclusion of the teaching process. The student will also be judged according to the difficulty of the dance - i.e., whether he actually taught a new skill or progression of skills, or whether he merely walked classmates through something they could already do.

MODULE PACKET #26

PLANNING AND CONDUCTING TR ACTIVITIES

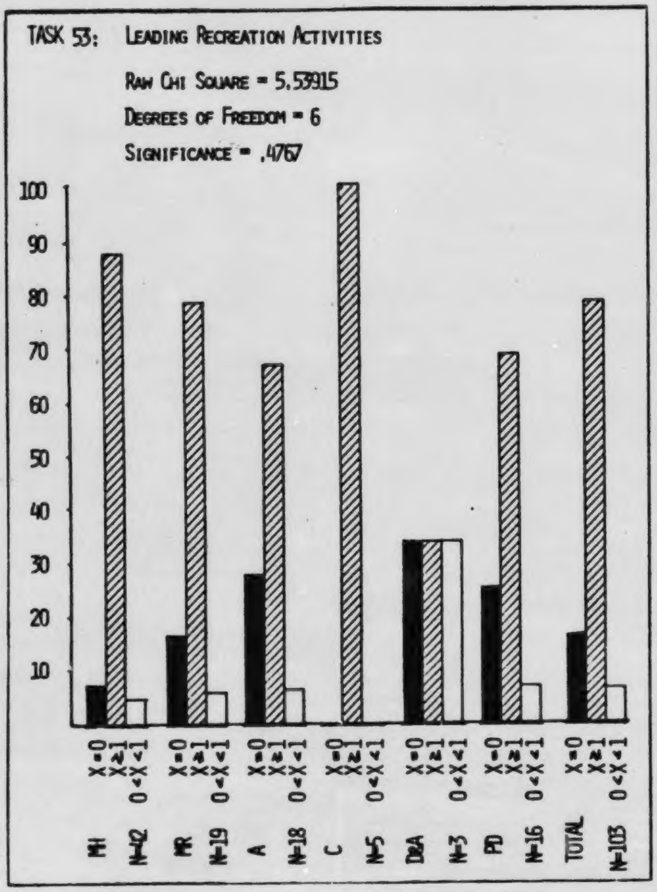
MODULE PACKET #26

I. MODULE TITLE: PLANNING AND CONDUCTING TR ACTIVITIES

II. COMPETENCY IT RELATES TO:

Ability to plan and conduct therapeutic recreation activities to meet individual client needs and treatment objects.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS

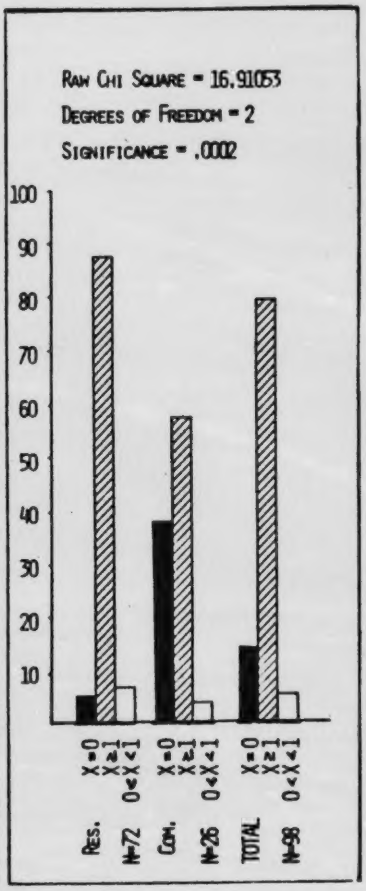


TASK 53: LEADING RECREATION ACTIVITIES

RAW CHI SQUARE = 5.53915

DEGREES OF FREEDOM = 6

SIGNIFICANCE = .4767



RAW CHI SQUARE = 16.91053

DEGREES OF FREEDOM = 2

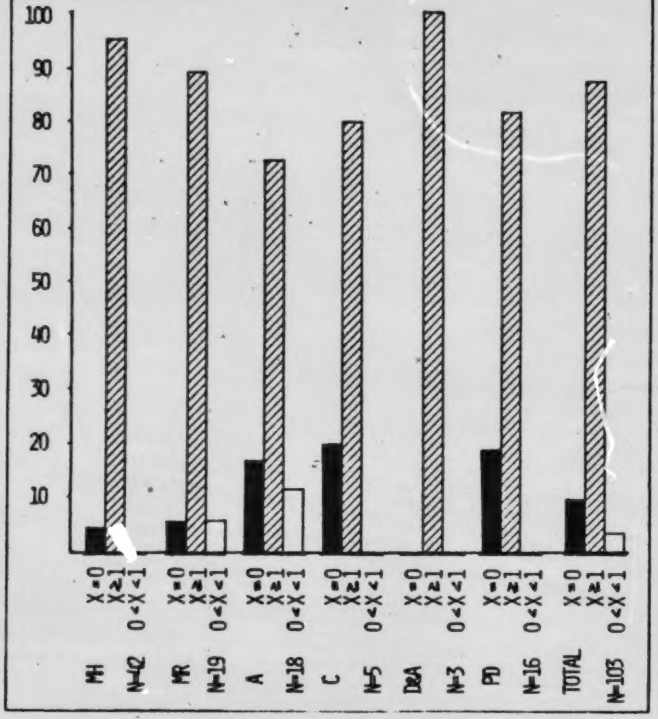
SIGNIFICANCE = .0002

TASK 61: DEVELOPING RAPPORT WITH CLIENTS

RAW CHI SQUARE = 10.32838

DEGREES OF FREEDOM = 6

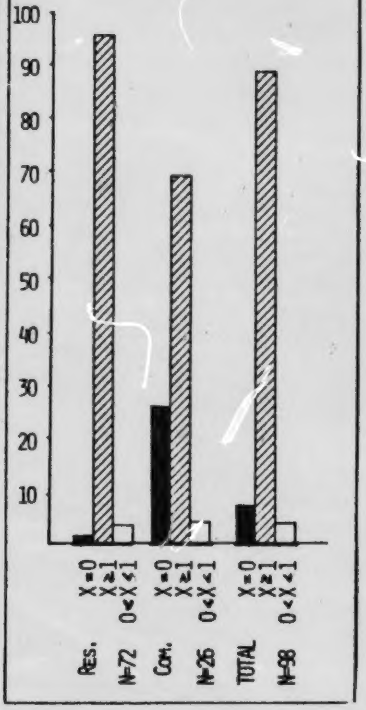
SIGNIFICANCE = .1115



RAW CHI SQUARE = 16.85067

DEGREES OF FREEDOM = 2

SIGNIFICANCE = .0002

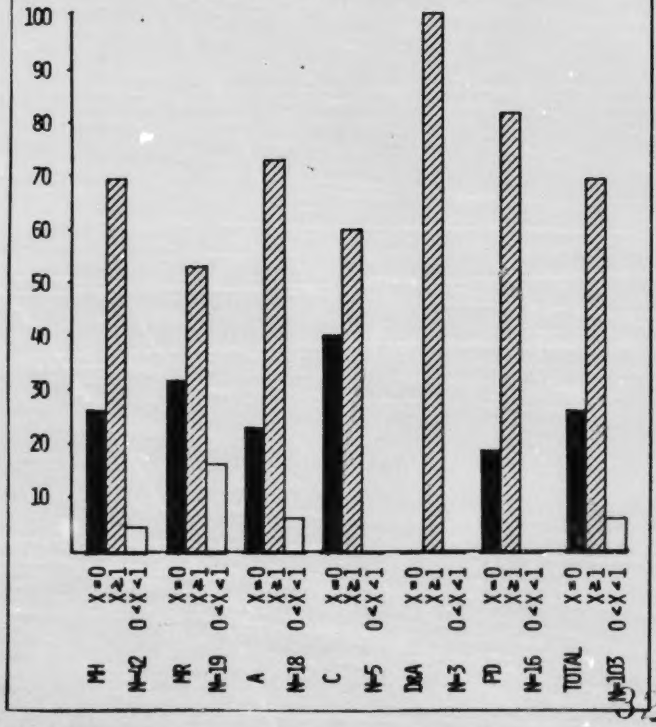


TASK 62: ESCORTING CLIENTS

RAW CHI SQUARE = 5.65401

DEGREES OF FREEDOM = 6

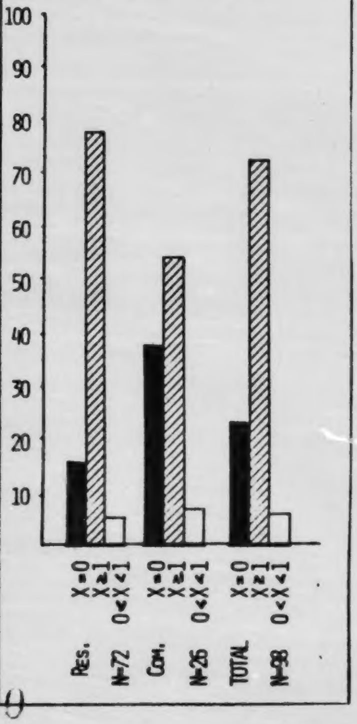
SIGNIFICANCE = .4630



RAW CHI SQUARE = 5.71603

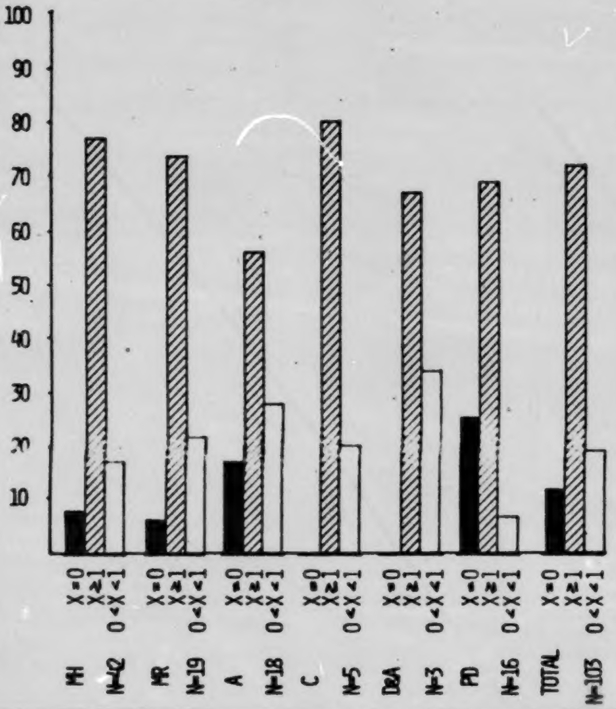
DEGREES OF FREEDOM = 2

SIGNIFICANCE = .0574

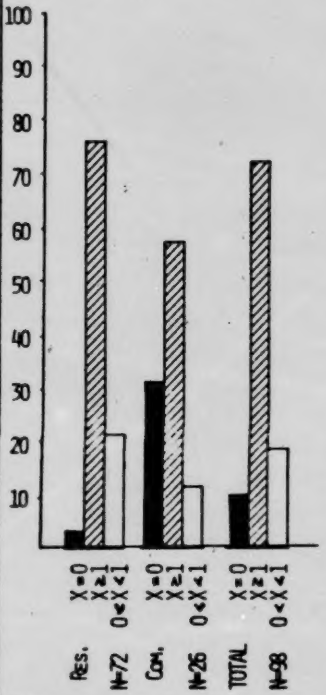


TASK 63: PLANNING TR ACTIVITIES FOR CLIENTS

RAW CHI SQUARE = 7.39303
DEGREES OF FREEDOM = 6
SIGNIFICANCE = .2860

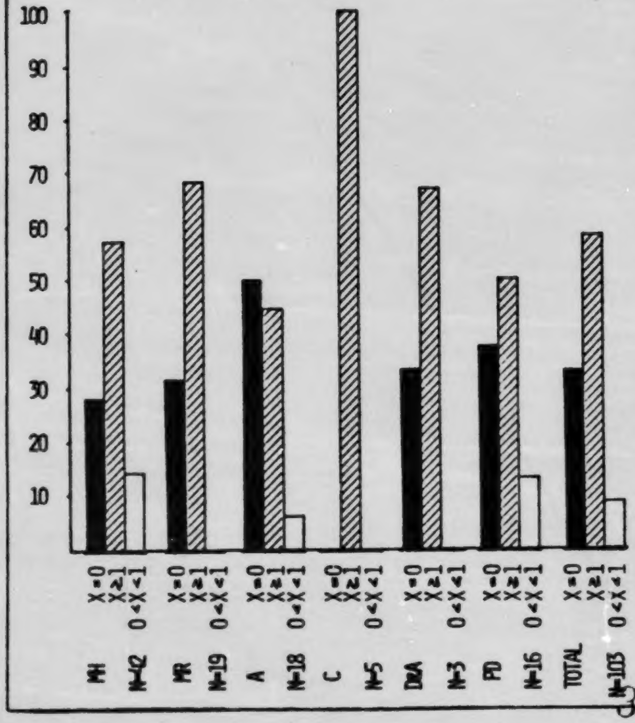


RAW CHI SQUARE = 16.50085
DEGREES OF FREEDOM = 2
SIGNIFICANCE = .0003

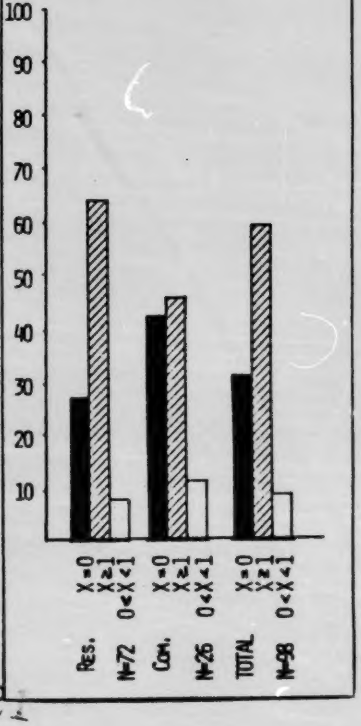


TASK 64: ASSISTING CLIENTS IN ACTIVITIES OF DAILY LIVING

RAW CHI SQUARE = 6.09800
DEGREES OF FREEDOM = 6
SIGNIFICANCE = .4123



RAW CHI SQUARE = 2.50374
DEGREES OF FREEDOM = 2
SIGNIFICANCE = .2860



Of the five tasks relating to the planning and conducting of TR activities, there were no significant differences according to the disability group with which a respondent worked. However, four of the tasks showed significance in relation to the treatment setting. Overall, a larger percentage of respondents from residential settings were involved in TR activities than were respondents from Community settings. Additionally, Residential persons became involved more frequently than did Community employees.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #26	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
4	5	1	OF SAFETY PRECAUTIONS	2	8	1	IN LEADING ACTIVITIES
7	4	0	OF ADAPTIVE DEVICES	3	7	1	IN ADAPTING ACTIVITIES
7	3	0	OF GROUP DYNAMICS AND LEADERSHIP	2	8	1	IN INVOLVING CLIENTS IN PLANNING
1	7	2	OF CLIENT NEEDS AND INTERESTS	1	7	3	IN COORDINATING PROGRAMS
6	5	0	OF RECREATION ACTIVITIES	3	6	2	IN IMPLEMENTING TREATMENT
1	6	4	OF CLIENT'S HISTORY	1	9	1	IN ESTABLISHING RAPPORT
0	7	4	OF CLIENT'S FUNCTIONAL LEVEL				
2	5	4	OF AVAILABLE RESOURCES				
28	42	15	SUB-TOTAL FOR KNOWLEDGES	12	45	9	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⇨	40	87	24	

Respondents felt that the knowledges for this competency were best learned in a practicum setting (42 responses). Other response totals for knowledges were: classroom - 28 and on the job - 15. Skills were also perceived as best learned in a practicum (45 responses). Other category totals for skills were: classroom - 12 and on the job - 9.

V. CONTENT SUMMARY OF MODULE

Presumably, this module will be taught only after the teaching of Competency # 18 on implementing basic recreation programs. The earlier competency covers the principles and practices relevant to general recreation, irrespective of its orientation (therapeutic, community, outdoor, etc.).

This competency on TR programming deals with the goals, techniques, and information specifically related to programs for the ill and disabled. It encompasses the planning and implementation factors that should be considered in order to meet client needs and therapeutic goals.

VI. LEARNING OBJECTIVES

1. The student will be able to understand and discuss the various disability categories, their etiology, symptomology, and implications for recreation.

2. The student will be able to identify the basic principles and goals of therapeutic recreation, and discuss the value of TR for various clients in various treatment settings.

3. The student will be able to identify and lead a variety of activities that should exist in a comprehensive TR service, and discuss the benefits of each for improved physical, emotional, and social adjustment of clients.

4. The student will be able to describe and demonstrate a variety of adaptive devices and techniques that will make activities available to clients with specific disabilities.

5. The student will be able to establish and maintain therapeutic relationships with clients that will promote the goals and objectives of the TR program.

6. The student will be able to locate and utilize the existing standards and legislation that are applicable to the provision of therapeutic recreation programs.

VII. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972.

2. O'Morrow, Gerald S. Therapeutic Recreation: a Helping Profession. Reston, Virginia: Reston Publishing Company, Inc., 1976.

3. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia, Pa.; Lea and Febiger, 1975.

4. Stein, Thomas A. and Sessoms, H. Douglas. Recreation and Special Populations. Boston: Holbrook Press, Inc., 1977.

VIII. AUDIO - VISUAL MATERIALS

There are many films which depict clients and staff taking part in various TR activities. There are films showing the ill and handicapped involved in camping, dance and movement, art, sports and games, drama, trips, and special events. Such films might be useful for exposing students to a variety of activities as well as clients with a variety of handicaps.

The films described above may be found through such resources as the following:

1. Organizations for and of handicapped persons: Easter Seal Society; Foundation for the Blind; Association for Retarded Citizens; etc.
2. Colleges and universities, in the departments of recreation, health, and physical education.
3. Service and professional organizations: National Recreation and Park Association; Boy Scout Federation; etc.

An example of a film which was found to be an excellent example of clients in TR activities is:

" To Serve A Purpose." Available through
The National Recreation and Park Association
1601 N. Kent Street
Arlington, Virginia 22206

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups. Each group will be assigned a specific disability such as blind, paralyzed, deaf, severely retarded, etc. Each group will discuss the values and benefits of TR for their assigned population. Then the groups will report back to the entire class.

2. Students will meet in study groups. Each group will be assigned two activities and a specific disability category. Each group will discuss how their two activities could be adapted for their assigned population. Then each group will report back to the entire class.

   Possible activities and disabilities are listed below:

   a. Blind: bowling; swimming; baseball;
   b. Deaf: musical chairs; bingo; red light,green light;
   c. Paralyzed: trampoline; swimming;
   d. Severely retarded: volleyball; painting; dancing;

3. Students will meet in study groups. Each group will choose a specific disability and a specific activity. Each group will plan to teach their activity to the rest of the class, while the class members pretend to be afflicted with the selected disability. After each group teaches their activity, class members will give feedback to the teaching group.

X. HOMEWORK ASSIGNMENTS

1. The student will list the basic activity categories that should be included in a comprehensive TR service, and then list five specific activities that could be included in each category. The student will then select any three of the specific activities and discuss how they would contribute to mental, physical, and social adjustment.

2. The student will select a disability category to study. For his chosen category, the student will write a paper discussing the etiology, symptomology, and implications for therapeutic recreation.

3. Each student will visit his agency affiliation and observe the clients there. The student will write a paper describing the range and degree of disability among the clients, and discussing four specific activities that he believes would be valuable for these clients. The student should justify why the selected activities would be beneficial, and how they could be adapted to fit clients' needs.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

   The student will present oral or written evidence that he/she has been significantly involved in the planning and conducting of a TR program. This involvement must have included selecting, organizing, and leading activities for individual clients as well as small groups (5 - 10 clients) and large groups (over 15 clients). The student's evidence should consist of the following:

   a. A letter or telephone call from the director or supervisor of the agency or department where the student conducted TR activities. The letter or call should verify that the student selected, organized, and conducted activities for the specified number of clients for a period of at least six months, and that the student's activities and leadership were satisfactory and appropriate.

   b. A copy of the program plans, activity guides, and other written or duplicated materials which the student used for planning and conducting activities.

c. A report by the student of: 1) what activities he conducted; 2) what kinds of adaptations he used; 3) what abilities and disabilities characterized the clients he worked with; and 4) what benefits or values he attributed to three of the activities he conducted.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer such questions as the following:

a. Discuss the etiology and symptomology of two major disability categories. Also, describe the implications for recreation with persons having those disabilities.

b. When presented with four specific activities and a specific disability category, the student will discuss how three of the activities could be adapted to meet the needs of a client with that disability.

c. The student will list the major categories of activities that should be included in a TR program. Then the student will select one category and list ten activities that would be included. Additionally, the student will discuss the benefits and values of two of the activities for a given disabled population.

d. The student will discuss the principles, goals, and objectives of therapeutic recreation, and then discuss the relationship of TR to improved physical, mental, and social functioning.

3. Action Demonstration of Competence

The student will arrange with an agency to plan, organize, and conduct two activities from each of five different activity categories. The student must conduct some of the activities with individuals, some with small groups (5 - 10 clients), and some with large groups (over 15 clients). The student will lead activities that are appropriately adapted to the needs of the clients, and activities will be conducted with a number of different clients who vary somewhat according to age, type or degree of handicap, degree of motivation, etc. The objective will be for the student to demonstrate his ability to adapt TR activities in a variety of situations. An agency supervisor or the course instructor will rate the student's performance.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Read 3 sources on recreation activity categories. Divide into groups of five, and each person choose two activity categories. List as many activities as you can think of that would fall in each category. Discuss and share your list within your group.

2. Read two sources on recreation philosophy. Discuss with your study group the value of recreation and its influence on physical and emotional health.

3. Divide into study groups. Each person choose a recreation activity and a disability category. List the goals and objectives that would be involved in such a program. Compare your list with those for other activities and disabilities.

4. Read two sources on program design and planning. List the major sections or categories that should be covered in any comprehensive recreation plan submitted to an agency.

5. Become familiar with a local facility that offers or should offer at least some recreation to its clients. Design a year-round recreation plan for them that considers their specific needs and includes goals, objectives, activities, and sources of leadership for implementation.

6. Each study group member should become familiar with a local therapeutic facility. Volunteer to come meet their clients, establish rapport, and lead a special activity for them. Discuss with your study group any problems you encounter. Then follow a scheduled rotation such that each member becomes a leader one time at each facility among those chosen by your study group. Try to include facilities with varying disabilities and age groups.

7. Read Group Dynamics by Beal, Bohlen, and Radebaugh. Discuss its implications for management of recreation groups.

8. Locate and read two sources on adapting equipment and devices to the needs of physically handicapped and mentally retarded persons. Write two pages describing six original ideas that you have for adaptive devices.

9. Read two sources on disability categories. List 6 disabliities, their etiology, and their implications for recreation.

10. Have your study group members play the roles of non-recreational, hospital personnel who do not understand the need for recreation for the patients. Present a 10-minute speech that clarifies your program objectives and justifies their importance.

11. Read two sources on activity therapies other than recreation. List six therapies, a brief discription of their porpose and the types of activities they include, and their potential for involvement in a cooperative activity therapy program that would include recreation.

Supplementary Evaluative Criteria

1. When presented with three broad activity categories, the student will choose two and list 20 specific activities appropriate to each. At least 15 must be judged appropriate for each category by the course instructor.

2. When presented with five disability categories, the student will choose three and discuss etiology and functional implications. The discussion must be acceptable to the course instructor.

3. When presented with the names of five philosophical theories on recreation, the student will correctly match each one to its appropriate descriptive definition.

4. When presented with a disability category, an age group, a treatment setting, and an activity, the student will write a detailed program plan including objectives, goals, leadership and equipment needs, scheduling frequency, and tentative budget estimates. The plan must be rated satisfactory by the course instructor.

5. When presented with two specific physical disabilities and one activity, the student will discuss verbally his plans for adapting the activtiy to each disability. The discussion must satisfy two out of three graduate students who have worked in physical rehabilitation settings.

6. Given a group of peers, the student will be able to lead the group in a communication exercise which demonstrates an assigned theory.

7. On a written examination, the student will correctly match 8 out of 10 statements that pertain to various principles and practices of human interaction and interpersonal communication theory.

8. Demonstrate under supervision, and in the clinical setting, an ability to greet, meet, and establish a relationship with a handicapped individual.

9. Given a role-playing situation, the student will conduct 3 interviews, each one demonstrating a different interviewing format and technique.

10. Given an individual client in a field setting, the student will be able to conduct an interview centered around an interest inventory which he/she has developed and/or modified.

11. Given a group of clients in a field situation, the student will be able to involve and lead them in a series of recreation activities over a six week period meeting once a week.

12. Given a group of clients, the student will be able to engage at least two of them in one-to-one activities and leisure counseling sessions.

13. Given a list of 6 handicapping conditions, the student will be able to list at least 5 values of TR services for each of the conditions.

14. Given a specific physical disabliity, the student will be able to submit a written description including anatomical implications and physiological factors.

MODULE PACKET #27

WRITING CLINICAL REPORTS

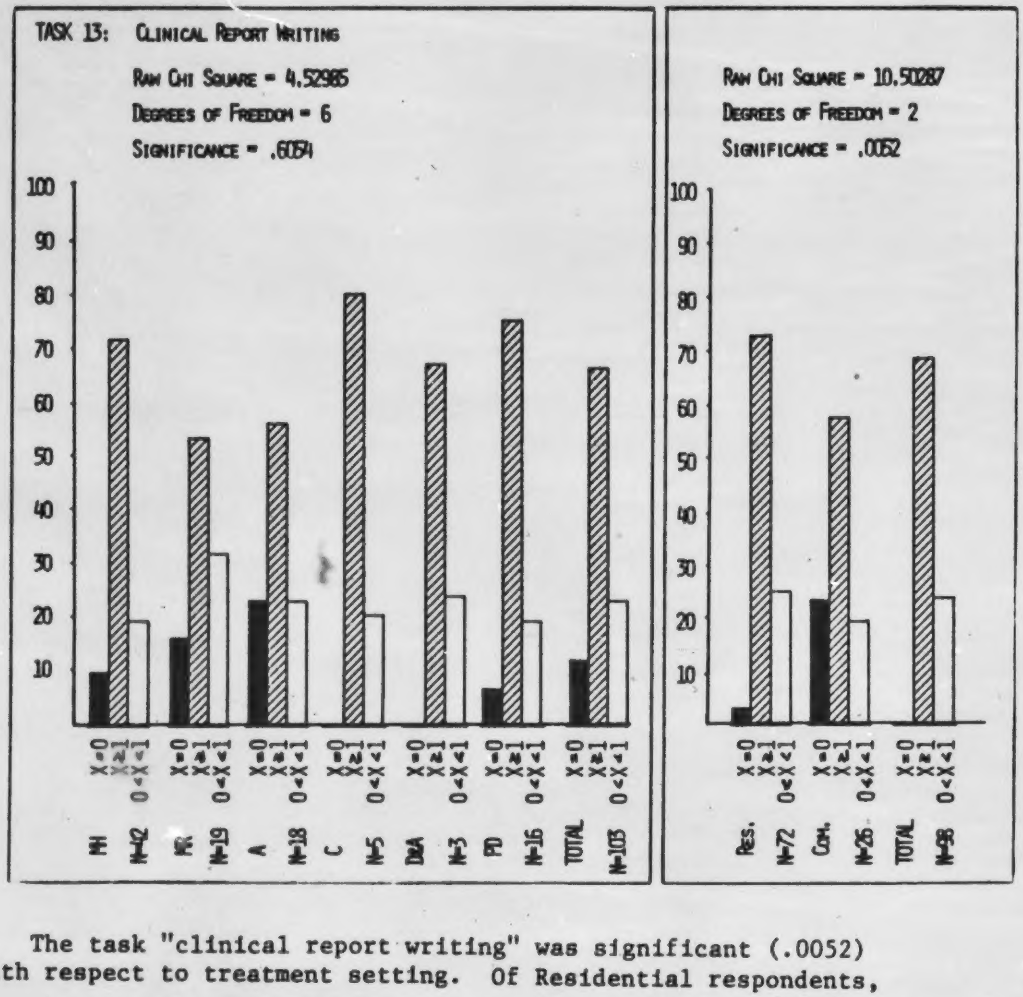
MODULE PACKET #27

I. MODULE TITLE: WRITING CLINICAL REPORTS

II. COMPETENCY IT RELATES TO:

Ability to write clinical reports and records concerning clients and their involvement in therapeutic recreation services.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASK



The task "clinical report writing" was significant (.0052) with respect to treatment setting. Of Residential respondents, 72.2% were involved at least once per week, while 25.0% were involved less than weekly, and only 2.8% were never involved. Of Community employees, almost one quarter (23.1%) never wrote clinical reports, while 19.2% wrote them less than weekly, and 57.7% wrote reports once or more per week.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY # 27	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
5	4	1	OF SYMBOLS IN MEDICAL CHARTS	7	3	0	IN WRITING CLEARLY
3	6	1	OF FILING RECORDS	3	6	2	IN OBSERVING CLIENT BEHAVIOR
6	4	1	OF CLINICAL TERMINOLOGY	1	7	3	IN RECOGNIZING CLIENT PROGRESS
3	5	2	OF RECORD-KEEPING PROCEDURES	1	4	6	IN WRITING TR NOTES
3	5	2	OF PURPOSE OF RECORDS FOR DOCUMENTATION	1	6	4	IN SUBSTANTIATING EVALUATIVE STATEMENTS
20	24	7	SUB-TOTAL FOR KNOWLEDGES	13	26	15	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	33	50	22	

Respondents felt that both the knowledges and skills relating to clinical report writing were best learned in a practicum setting. Response totals for knowledges were: class - 20; practicum - 24; and job - 7. The response totals for skills were: class - 13; practicum - 26; and job - 15.

V. CONTENT SUMMARY OF MODULE

This competency deals with the writing of clinical reports, which should not be confused with Competency #5 on administrative reports. Clinical reports include such materials as progress notes, recreation interviews and evaluations of clients, discharge and referral plans, treatment plans, and client assessment reports. It should be noted that "client assessment" and "developing treatment plans" are addressed as individual competencies, and therefore will not be emphasized in this module packet.

VI. LEARNING OBJECTIVES

1. The student will be able to identify guidelines for report writing and discuss the importance of documentation on each client as it relates to agency funding and accreditation.

2. The student will be able to discuss the organization and interpret the content of medical records, including the explanation of clinical terminology and signs.

3. The student will be able to utilize various techniques (observation, interview, etc.) to gather data that focus on significant incidents to support clinical statements.

4. The student will be able to prepare and present reports in an organized and concise manner.

VII. READINGS

1. O,Morrow, Gerald S. Administration of Activity Therapy Service. Sringfield, Illinois: Charles C. Thomas, 1966. pp. 175 -202.

2. Gunn, Scout Lee. Basic Terminology for Therapeutic Recreation and Other Action Therapies. Champaign, Illinois: Stipes Publishing Company, 1975.

VIII. AUDIO - VISUAL MATERIALS

No films or tapes have been found that would be useful for this module.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups to take turns practicing interview techniques. One student will role-play a client, while another role-plays a recreation therapist. The purpose of the interviews will be to ascertain information for various clinical reports such as leisure assessment, discharge and referral, etc.

2. The instructor will arrange beforehand to have an incident "happen" in class. For example, a student might come into the room to ask the instructor a question. The student could then become loud, argumentative, and verbally abusive before storming out of the room.

The instructor will then let the class know that the incident was "staged". Students will be asked to write a report of the incident as if they were writing a clinical note for a client's chart. (The person who acted out the incident will be considered the client). Students will then read their reports and discuss the strengths and weaknesses of their efforts. Discussion of reports should be concerned with such questions as:

- How accurate is the information?
- Is the information stated professionally, using appropriate language?
- Does the report pick out the important behaviors that should be noted about the client?
- Is there unnecessary information in the report?
- Does the report give specific details to support statements that involve judgments? (For example, if a report says the client seemed very angry, what evidence is presented to support how that perception occurred?)

X. HOMEWORK ASSIGNMENTS

1. The student will write to a documentation agency, such as JCAH, and request information on standards and guidelines related to writing clinical reports. The student will summarize the guidelines and discuss their implications for the role of a recreation therapist.

2. The student will visit his agency affiliation and review four client charts or folders. The student will list 15 symbols or abbreviations which are used in the charts. For each symbol, he/she will write its meaning and its location within the chart (eg. nurses' notes, recreation notes, doctor's notes, etc.).

3. The student will observe two clients at his agency affiliation. After the observation, the student will write a clinical note to describe each client's behavior during the specified time. The instructor will grade the clinical notes on their content, appropriateness, language, style, etc.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will submit evidence that he/she has had extensive involvement in writing clinical reports.

The involvement should have included at least 10 different clients over a period of at least three months. Evidence should consist of the following:

a. A letter or telephone call from the supervisor or director of the department or agency where the student wrote clinical reports. The letter or call should verify that the student was writing clinical reports for the number of clients and length of time specified, and that the student's work was acceptable to the agency.

b. A copy of several kinds of clinical reports which the student actually wrote. The instructor will review these for content, clarity, professionalism, neatness, etc.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer questions such as the following:

a. Identify and discuss two current standards or guidelines for writing clinical reports. Discuss the role of documentation in receiving agency funding and accreditation.

b. When presented with a list of 30 terms, symbols, and abbreviations used in clinical reports, the student will correctly define 25 of them.

c. When presented with a list of medical terms and symbols, the student will correctly match each one with its corresponding definition on another list.

d. When presented with a sample progress note on a client, the student will critique the progress note for content, clarity, and style. The student will make comments on how the note could be improved.

e. The student will write a recreation progress note on a hypothetical client. The note will be graded according to its content, style, neatness, and appropriateness.

3. Action Demonstration of Competence

The student will arrange with an agency in which he is working, to write at least four different kinds of clinical reports on clients he works with. The reports should cover at least four different clients. The reports must be acceptable to the agency supervisor and/or the course instructor.

Note: This evaluative method could be difficult, because confidentiality rules could make it impossible for the student to share his reports with the instructor. Students should be sure to receive agency permission before borrowing or duplicating any reports.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Contact 3 rehabilitative agencies that represent the treatment of different disabilities and arrange (either through volunteer work or field placement) to review at least ten (10) medical charts/records.
    a. Outline the general organization of each chart
    b. Make a list of the symbols, signs and abbreviations that were used in each chart
    c. Define or explain each symbol, sign and abbreviation listed.
2. Contact at least 5 T.R. departments/directors and obtain information pertaining to:
    1. the types of clinical records that each department is requested to write
    2. how the records are charted.
    3. the intra-departmental record system, if any.

   Also obtain copies of official forms, etc. Obtain information pertaining to administrative procedures and guidelines established for clinical report writing and record keeping. Organize all the gathered information in a file.
   Be prepared for in-class discussion.
3. Review current standards of documentation required by Medicare, Medicaid, J.C.A.H., and Pa. Public Health Laws pertaining to MH/MR.
    a. List specific documents or records that are required for T.R.
    b. List the times that are designated for treatment planning, progress notes, etc.
4. Obtain information from Medicare, Medicaid, J.C.A.H., Blue Cross/Blue Shield, etc. concerning third-party payments for T.R. services and/or clinical services.
5. Contact 3 T.R. directors/departments and obtain information pertaining to record keeping and program evaluation. Find out if:

   a. statistics are kept on client participation in T. R.
   b. records emphasize goal achievement
   c. evaluations are done on a regular basis and if records are used as a basis of evaluation

6. Review a handout that provides examples of commonly used behavioral terms and illustrates examples of ambiguous clinical writing with corrections provided, to compare the use of terminology, phrasing, concrete examples, etc.

7. Review literature on "writing behavioral objectives".

8. Complete 5 worksheets that require rewriting of ambiguous phrases and abstract or unclear terms. Discuss in class.

9. Arrange to observe at least 5 clients in T.R. activities over an extended period (3-4 weeks) and write weekly progress reports on each client that reflect specific performance in the T.R. activities.

10. View a video tape that depicts client performance in a T.R. activity over an extended period. Note changes in client performance and write a brief report emphasizing significant changes. Reports will be discussed in class.

11. In the field setting under supervision, maintain a daily log that records several clients' performance in T.R. activities over a 3-5 week period. Review log with your clinical supervisor and summarize the clients' significant changes.

12. In the field setting, under supervision, submit official clinical reports, at specified intervals, for each client in your caseload. Reports should include: treatment plans, progress records, incident reports & transfer/discharge summaries.

Supplementary Evaluative Criteria

1. Given a section of a medical record pertaining to the physician's orders, the student will correctly identify or explain at least 80% of the symbols and signs found in the medical record.

2. Given a section of the medical record pertaining to a patient's physical evaluation and mental status, the student will correctly answer at least 8 out of 10 questions pertaining to the patient's status according to information recorded in the medical record.

3. In a written exam, the student will list at least 8 reports or sections that are contained within a medical record and the student will then describe the nature of the T.R. specialist's contribution to some of these sections or reports.

4. Given a group of clients in a field setting, the student will implement the procedures for filing data specific to T.R. so that all of the student's clinical reports are placed appropriately on the client's official medical record, as well as in the T.R. intra-departmental record system.

5. On a written exam, the student will correctly match at least 8 out of 10 statements pertaining to the organization of medical records.

6. After observing 6 clients with different disabling conditions, the student will write a brief report on each client, using clinical terminology to describe the clients' status, symptomology and areas of function/dysfunction.

7. Given 10 reports, including physical evaluations and mental status, progress records, treatment plans, transfer records, etc., the student will correctly answer at least 80% of the questions that were derived from information given in the reports.

8. Given the nurses' notes from a client's medical record, the student will correctly define or explain at least 80% of the clinical terminology.

9. In a written paper, the student will discuss the relationship between documentation and agency funding and accreditation. The student will also list at least two (2) accreditation teams or organizations and their corresponding standards for documentation;and the **student** will also list two (2) sources of private funding or third-party payments.

10. Given a group of clients in a field setting, the student will demonstrate the ability to implement administrative procedures and guidelines concerning clinical report writing by:

    a. formulating T.R. treatment plans, progress notes, incident reports, and transfer or discharge summaries within the specified time frame;
    b. maintaining the correct format for written clinical reports;
    c. observing client confidentiality.

11. Given 10 written clinical reports that include ambiguous phrases and abstract terminology, the student will rewrite the designated phrases and terms so that they are described clearly and operationally.

12. Through direct client contact in a field setting, the student will write at least 10 clinical reports in a clear and concise manner so that the reports are easily understood by T.R. department staff, as well as by appropriate treatment team members.

13. Based on personal observation of a group of clients in T.R. activities over an extended period (at least 5 different sessions), the student will submit a written report on each client, following each activity session, that readily illustrates examples of improvement, sameness or regression of client performance or functional abilities.

14. In the field setting, as verified by the student's clinical supervisor, the student will include specific references to his client's participation in T.R. activities in a written clinical report.

15. Given a group of clients in the field setting, the student will demonstrate, under supervision, the ability to write clinical reports that focus on significant incidents or changes in clients' behaviors and functional abilities.

16. Given a group of clients in the field setting, the student will write the following:treatment plans, progress reports, special incident reports and transfer or discharge summaries.

17. In a written exam, the student will correctly match at least 8 out of 10 statements that pertain to various clinical reports with the relevant factors that should be emphasized in each type of clinical report.

18. In a written exam, given a set of clinical data that has theoretically been gathered by client evaluation, observation and interview, the student will write a treatment plan.

19. Given a group of clients in the field setting, the student will demonstrate, under supervision, the ability to substantiate written statements by utilizing specific data that has been gathered by client assessment, observation and interviews.

MODULE PACKET #28

LEISURE COUNSELING

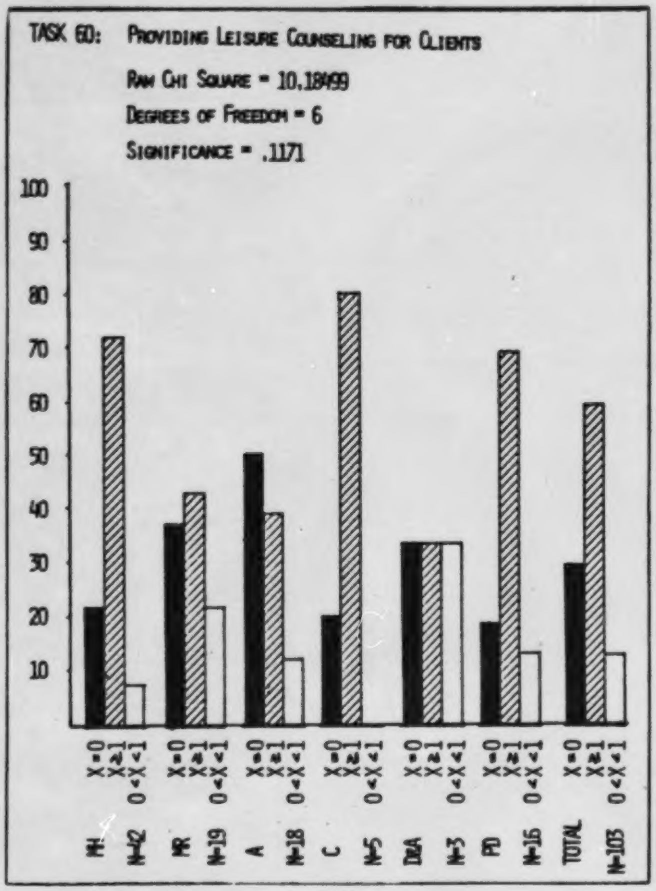
MODULE PACKET #28

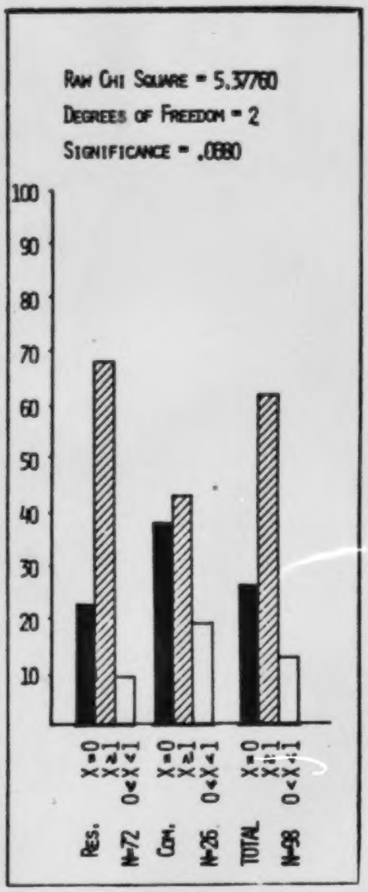
I. MODULE TITLE: LEISURE COUNSELING

II. COMPETENCY IT RELATES TO:

Ability to provide leisure counseling services to clients.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASK





There was no significance on the leisure counseling task with respect to disability grouping or treatment setting. However, of all persons sampled, 29.1% never provided leisure counseling services, while 11.7% provided services less than weekly, and 59.2% provided leisure counseling at least once per week.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #28	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
8	2	0	OF NEEDS AND CONCERNS OF THE HANDICAPPED	2	8	0	IN KEEPING CLIENT RECORDS
9	1	0	OF HUMAN GROWTH AND DEVELOPMENT	0	10	0	IN INTERACTING WITH CLIENTS
10	0	0	OF THE ROLE OF LEISURE	0	10	0	IN A PERSONAL COUNSELING APPROACH
10	0	0	OF PLAY AND SOCIALIZATION	0	8	2	IN TERMINATING COUNSELING
8	2	0	OF BASIC HELPING SKILLS				
10	0	0	OF COUNSELING APPROACHES				
11	0	0	OF LEISURE COUNSELING TECHNIQUES				
66	5	0	SUB-TOTAL FOR KNOWLEDGES	2	36	2	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⟹	68	41	2	

With respect to leisure counseling, respondents believed that knowledges were best learned in the classroom (66 out of 71 responses), while skills were best learned in a field practicum (36 out of 40 responses).

V. CONTENT SUMMARY OF MODULE

Since one entire course in the Temple curriculum is devoted to this competency, each learning objective receives extensive attention and detail. For the school that wishes to adopt this module as only one unit within a course,a briefer involvement with each aspect will be necessitated.

VI. LEARNING OBJECTIVES

1. The student will be able to understand and discuss basic information and principles about the concept of leisure.

2. The student will be able to understand and utilize the various theories of counseling and basic helping skills.

3. The student will be able to describe the theory, history, and development of leisure counseling.

4. The student will be able to identify and utilize the various orientations, approaches, techniques, and tools of leisure counseling.

5. The student will be able to develop and discuss a personal model of leisure counseling.

VII. READINGS

1. Auxter, David and Tano, Tom. Leisure Education: a Systems Approach. 1976. For information on acquisition, write to:

   Prof. David Auxter
   Dept. of Physical Education
   Slippery Rock State College
   Slippery Rock, Pa.

2. McDowell, Chester F. Leisure Counseling: Selected Lifestyle Processes. Eugene, Oregon: University of Oregon, Center of Leisure Studies, 1976.

READINGS (con't)

3. Epperson, Arlin; Witt, Peter A.; Hitzhusen, Gerald. Leisure Counseling: an Aspect of Leisure Education. Springfield, Illinois: Charles C. Thomas, 1977.

4. Gunn, Scout Lee and Peterson, Carol Ann. Therapeutic Recreation Program Design: Principles and Procedures. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978. pp. 211-226.

VIII. AUDIO VISUAL MATERIALS

1. Avocational Counseling Model (Slide/Tape Media Kit, 15 min.) Academic Support Center, 505 East Stewart Road, University of Missouri, Columbia Missouri 65201.

2. Initial Interview (videotape, ½ or 3/4 sony cassette, 60 min.) The Rehabilitation Counselor Education Program, Dorothy Enderis Hall, University of Wisconsin-Milwaukee, Wisconsin 53201.

3. New Techniques for Exploring Avocational Possibilities (videotape Program, Dorothy Enderis Hall, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53201.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will form debate groups to debate various leisure/ recreation issues. Possible debate topics are:

    a. Mandatory vs optional leisure counseling for institutionalized psychiatric or retarded clients.

    b. Individual vs group sessions as a mode for leisure counseling.

2. Using magazines, have each student make a small collage that depicts what leisure means to him/her. Then have each student share his collage with the class and discuss its meaning.

3. Students should meet in study groups and role-play various types of leisure counseling interviews with clients. Students should take turns playing therapist and client. Students may-role-play the following:

a. An initial interview with a hospitalized psychiatric patient, to assess needs and establish rapport.

b. Administration of an interest inventory with a retarded client.

c. A group leisure counseling session to plan a ward trip to the movies on the coming weekend. The patients could be psychiatric or retarded.

d. An initial group session with aged residents of a nursing home, to establish rapport and promote involvement in a leisure counseling program. The program is designed to deal with the enforced leisure of the residents, and how they can make their remaining years more meaningful through use of this leisure time. (Students playing aged residents should think about how it would feel to be in a home where many have been brought to die.)

X. HOMEWORK ASSIGNMENTS

1. Interview four persons with handicapping conditions, concerning their needs and interests in recreation. Outline the concerns they identify about meeting their leisure needs.

2. Take a professional to lunch and discuss with him his philosophy of leisure and its role in man's life. Write one page on how this philosophy relates to leisure counseling.

3. Observe a leisure counseling session at an agency serving handicapped clients. Write a summary of your observations, including:

   a. What was the purpose of the session?

   b. Was the session client-directed or leader-directed?

   c. What was actually resolved or accomplished in the session?

   d. What was (were) the attitude(s) of the client(s) toward the session and toward the leader?

XI. EVALUATIVE METHODS

A. Present-a-Package (oral or written) as pre-test

The student must submit proof that he successfully planned and directed leisure counseling for a minimum of five clients over a period of at least ten weeks. Proof should include all of the following:

1. A letter or telephone call from the director or supervisor of the agency or department where the leisure counseling was conducted. The letter or call should verify that the student successfully planned and conducted leisure counseling.

2. A report from the student identifying what kind of clients participated; what the goals and objectives of the program were; what approaches, methods, and models of leisure counseling were used; and what were the results or outcomes of the program.

3. A folder containing all printed or duplicated materials that were used in the leisure counseling program.

B. Demonstration of Knowledge (oral or written) as pre/post test

The student will answer some or all of the following questions:

1. The student will discuss four current approaches to leisure counseling, including the uses, strengths, and weaknesses of each.

2. The student will discuss the history and development of leisure counseling from 1950 to the present.

3. The student will define leisure and discuss the relationship between leisure and mental health.

4. The student will discuss the basic helping skills which leisure counseling utilizes.

5. The student will discuss two tools for assessing recreational interests of clients. The student should include detail on how the instruments are administered and what type of client each is suited for.

6. The student will articulate his personal model of leisure counseling and explain how he developed it and how it relates to his philosophy of leisure.

C. Action Demonstration of Competence

The student will arrange to conduct leisure counseling at an agency serving handicapped clients.

The student will plan to conduct six to ten sessions with clients. The student should articulate his goals, objectives, and techniques to the agency supervisor, and the supervisor should approve before the program begins. After conducting the sessions, the student will summarize and evaluate them. The supervisor will write or telephone the course instructor to report whether or not the student's performance was satisfactory.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Form debate groups to debate leisure/recreation issues.

2. Develop own philosophy of leisure/recreation and share it with another person.

3. Make a portfolio of newspaper and magazine clippings which expound upon benefits of leisure.

4. Participate in a values clarification session on benefits and alternatives of leisure.

5. Make a collage of pictures of leisure pursuits you enjoy. Outline the benefits you derive from these.

6. Read current theories on play. Form discussion groups to discuss the role of play in development.

7. Analyze your own need to play and share it with a friend.

8. Read one book that you select and write a paper analyzing human growth, development, and the ability to change.

9. Read the analysis papers (#8 above) of two other students, and make comments on their ideas.

10. Work with one client through a series of six ½ hour sessions on a leisure problem. Tape record a ten-minute segment to present to class. Orally, explain the approach you used, your goals, and the termination stage. Evaluate the progress of your helping skill and your ability to help the client.

11. Participate in a series of six group leisure values clarification sessions.

12. Review one counseling theory and outline its major points. learn about four other theories from other students.

13. Attend a conference or workshop session on the use of any counseling technique in leisure counseling (transactional analysis, gestalt, assertiveness training, rational emotive).

Supplementary Evaluative Criteria

1. On a written test, the student will be able to identify and explain at least one contemporary theory of recreation and leisure and compare it to his own theory.

2. On a completion question in a written test, the student will be able to identify at least eight benefits of recreation.

3. Given a case study on a written test, student will be able to identify eight potential needs and/or concerns of an individual seeking leisure counseling.

4. On a written test, the student will be able to explain the role of play both during the developmental stages and during maturation.

5. In a written paper, the student will analyze man's ability to change based upon a contemporary theory.

6. In a class tape presentation, after six leisure counseling sessions with a client, the student will be able to demonstrate at least four out of five helping skills outlined in Basic Helping Skills.

7. On a written test, the student will be able to successfully match three out of six xounseling theories with an appropriate description.

8. In an oral report, after six leisure counseling sessions with a client, the student will be able to demonstrate that he was able to implement a counseling relationship and utilize basic helping skills, relevant goals, and ethical procedures.

MODULE PACKET #29

COMMUNITY INTEGRATION OF CLIENTS

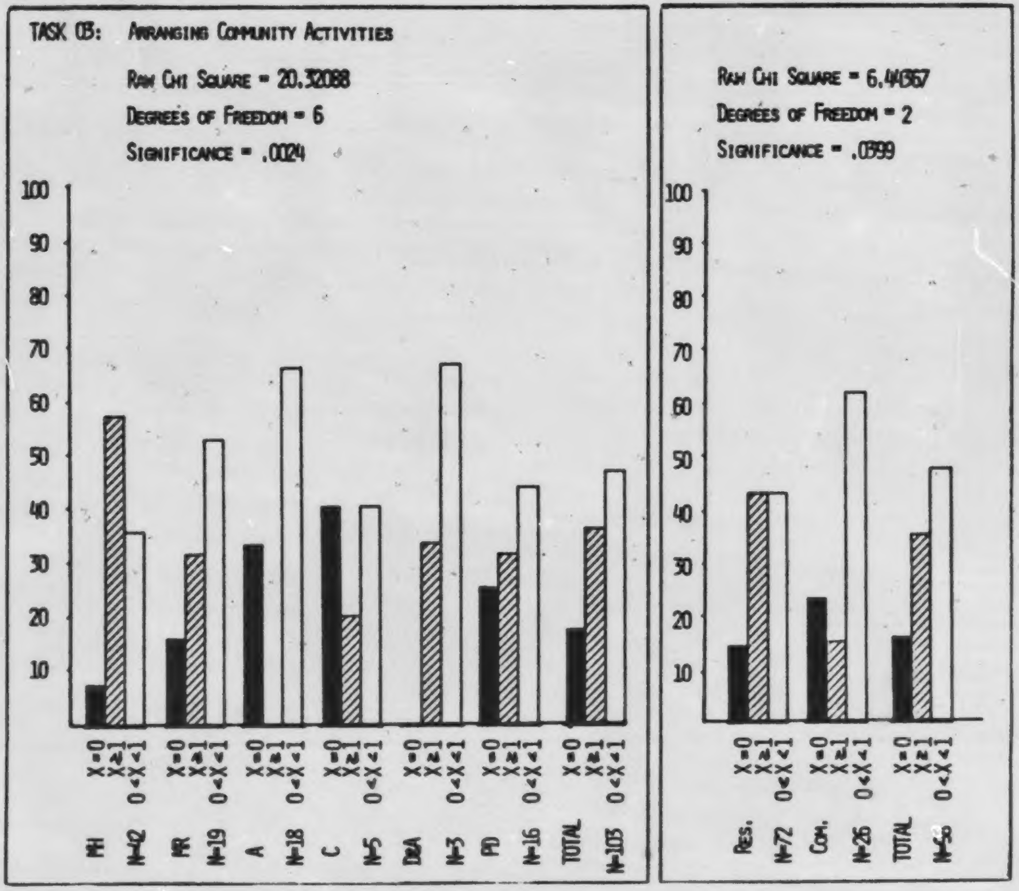
MODULE PACKET #29

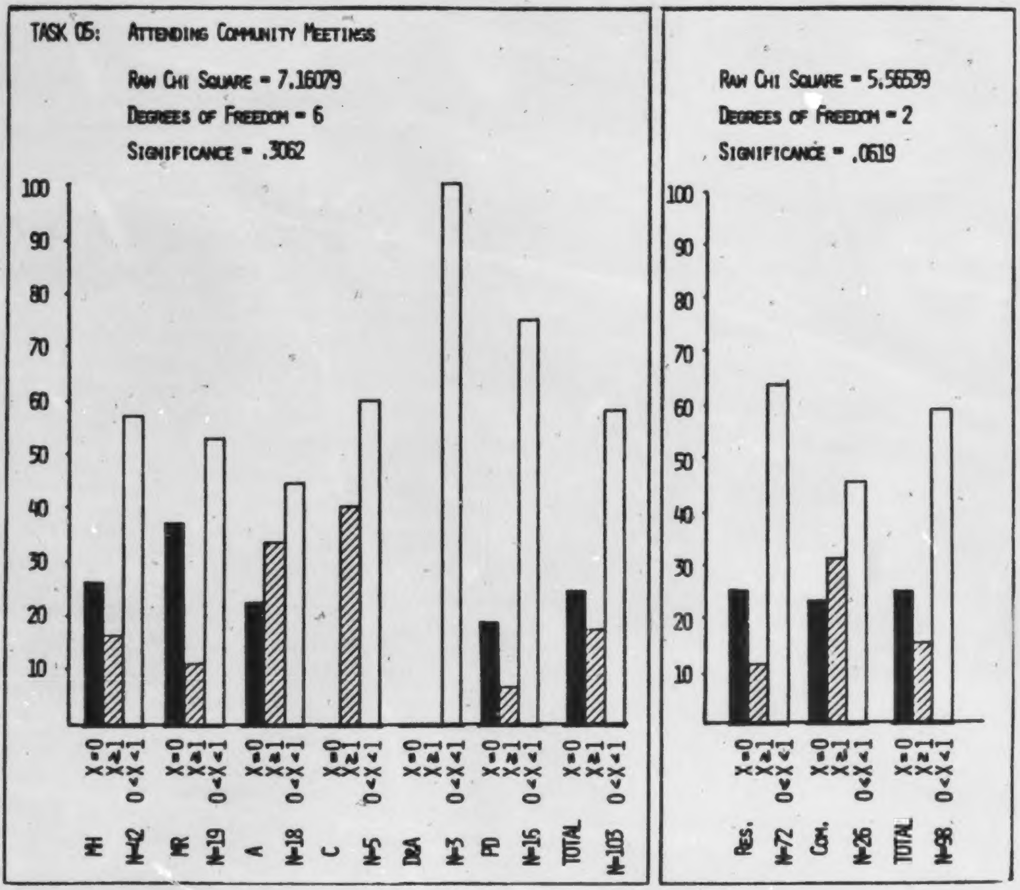
I. MODULE TITLE: COMMUNITY INTEGRATION OF CLIENTS

II. COMPETENCY IT RELATES TO:

Ability to implement and maximize integration of clients into the community.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS





Of the two tasks relating to integration of clients into the community, the task "arranging community activites" was significant (.0399) with respect to treatment setting. Of Residential respondents, 43.1% were involved at least weekly, while another 43.1% were involved less than weekly, and only 13.9% were never involved. Of Community employees, only 15.4% arranged community activities at least once per week, while 61.5% arranged activities less than weekly, and 23.1% never arranged activities.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY # 29	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
5	4	1	OF DETERMINING RESOURCES	0	5	4	IN DETERMINING CLIENT READINESS
7	2	0	OF FILING SYSTEMS	0	6	4	IN LOCATING RESOURCES
7	3	0	OF MATCHING CLIENT NEEDS WITH RESOURCES	0	4	6	IN DEVELOPING REFERRAL SYSTEMS
8	1	0	OF REFERRAL SYSTEMS	3	6	1	IN DEVELOPING SUPPORT SYSTEMS
5	3	1	OF COMMUNITY CONCERNS	3	6	1	IN RECORD KEEPING
4	3	2	OF COMMUNITY PERFORMANCE DEMANDS	2	6	2	IN EVALUATING REFERRALS
				0	6	4	IN CONSULTING WITH COMMUNITY RESOURCES
36	16	4	SUB-TOTAL FOR KNOWLEDGES	8	39	22	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⇒	44	55	26	

Respondents felt that the knowledges for this competency were best learned in the classroom, while skills were best learned in a practicum setting. Response totals for knowledges were: class - 36; practicum - 16; and job-4. Category totals for skills were: class - 8; practicum - 39; and job-22.

V. CONTENT SUMMARY OF MODULE

This competency is concerned with helping clients become accepted, useful members of a neighborhood and community. This would include guiding the transition from institutionalization to independent or semi-independent living, and it would also include promoting the acceptance and integration of clients who are already living in the community. The competency includes both; 1) helping the client to adapt and function responsibly as a community member and 2) working with citizens and organizations to promote positive attitudes and behaviors towards the acceptance and inclusion of the handicapped in community life.

It should be noted that this competency is, in part, closely related to the competency on leisure counseling. That is, an important aspect of helping clients to lead satisfying community lives is helping them identify and utilize leisure resources. Although this is important, however, leisure guidance is primarily covered in Competency #28: Leisure Counseling. Therefore, it will not be emphasized in this module packet (#29).

VI. LEARNING OBJECTIVES

1. The student will be able to identify and maintain an organized file of a variety of community resources including facilities, programs, directories, agencies, and individuals, who can offer services for clients.

2. The student will be able to assist clients in the development of positive leisure attitudes and behaviors.

3. The student will be able to design and utilize various record-keeping processes for the evaluation, referral, and follow-up of clients.

4. The student will be able to identify and utilize various support systems for the physical, emotional, and social assistance of clients living in the community.

5. The student will be able to communicate with individuals and organizations to identify and deal with attitudes and concerns about the integration of clients into the community.

6. The student will be able to utilize consultation techniques to assist community agencies in developing or adapting programs that include the handicapped.

VII. READINGS

1. Kraus, Richard. Therapeutic Recreation Service: principles and practices. Philadelphia: W.B. Saunders Company, 1978. pp. 315-340.

2. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia, Pa.: Lea and Febiger, 1975. pp. 51-56.

3. Stein, Thomas A. and Sessoms, H. Douglas. Recreation and Special Populations. Boston: Holbrook Press, Inc., 1977. pp. 45-64.

VIII. AUDIO-VISUAL MATERIALS

There are many films which would be appropriate for this competency, especially the types of films that students might some day utilize with clients and community persons to promote integration of clients. Examples of possible film topics would include the following:

1. Films for clients, dealing with topics and skills relevant to community living:
    a. Personal safety and self-defense
    b. Fire safety in an apartment
    c. Sex education
    d. Health and hygiene
    e. Leisure and recreation
2. Films for community persons, dealing with attitudes and concerns about integration of the handicapped.

Many films on the above topics can be borrowed for a nominal cost, and many are even free. Films can be located through such sources as:

1. The local public library
2. City and state departments of community or consumer affairs.
3. Charitable and service organizations (Easter Seals, League of Women Voters, Association for Retarded Citizens, etc.)
4. Professional organizations (National Therapeutic Recreation Society, etc.)
5. Government agencies and committees (local fire department, White House committee on the handicapped, etc.)

Four examples of films that were located in Philadelphia are listed below. Presumably, similar films would be found in most cities.

Films for clients:

1. Nobody's Victim. Twenty minutes. "Examines precautions women can take to avoid potentially dangerous situations." Directed by Vaughn Obern. 1972. Free Library of Philadelphia.

2. How Close Can You Get? Ten minutes. "A group of twenty high school students from different backgrounds candidly discuss marriage and the issue of dependence and independence in the marital relationship." Produced and directed by Ken Mackenzie. 1971. Free Library of Philadelphia.

Films for citizens and community groups:

1. Mimi. Twelve minutes. "Mimi is a young woman who has spent her whole life in a wheelchair as a result of a birth injury. Her legs may be handicapped, but her mind and spirit are not. She tells how she feels about her handicap, and life in general. A very positive and personal view of the physically handicapped." Directed by Dan Nelken. 1972. Free Library of Philadelphia.

2. These People. Film shows the reactions of clients and community residents when an attempt is made to deinstitutionalize patients from state hospitals and implement group homes in various residential neighborhoods. Film features actual interviews with the clients and community residents involved. Film is available for small fee from:

   Horizon House Institute
   5555 Wissahickon Ave.
   Philadelphia, Pa.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups to "brainstorm" ideas for possible support systems that will assist clients in community living. The support systems could include any methods, systems, or projects that provide clients with the added emotional, physical, and social assistance they need to be able to function as constructive members of society. Examples might include: the operation of a "hotline" for clients to call when they need support; the operation of a "buddy system" where two clients call each other every day; a group "buddy system" where three or four clients get together one or two evenings per week for an activity or a "social hour"; etc.

   After students think of several ideas in their study group, they should share the ideas with the entire class.

2. Students will role-play a community meeting between some local citizens and a residence director in charge of some mental retardation group homes. The citizens have expressed anxiety and concern about mentally retarded persons living in their neighborhood. They have expressed fear that the clients will hurt the neighborhood children; fear that property values will go down; and concern that these clients really need more supervision and should be in an institution.

   Students will role-play a meeting designed to promote better neighborhood relations and citizen cooperation. Whoever plays the residence director may choose two other persons to attend the meeting. The two persons should take the roles of people the director would call in for support. For example, they could be a local official or politician who is well-liked; a citizen from a neighborhood which has no problems with an MR group home; etc.

   After role-playing the meeting, the class will discuss the dynamics of the situation as it was played, and as it might actually occur in real life.

X. HOMEWORK ASSIGNMENTS

1. The student will interview 5 friends, neighbors, etc., to determine how they feel about the integration of handicapped persons into certain community situations. The student must define the situation. It could be the inclusion of the handicapped in a group home on the interviewee's block; in a community recreation club; in the local 4th of July parade; etc.

   After the interviews, the student will summarize the expressed attitudes in a report. Assuming that not all the attitudes were completely positive and supportive, the student will then make suggestions of techniques he would use as a community liaison to promote acceptance of the handicapped.

2. The student will visit a community recreation agency such as the local recreation department, a YMCA, etc. The student will determine what activities they offer that currently have handicapped persons participating, and in what activities they would be able and willing to accommodate the handicapped if the handicapped wished to sign up. The student will also ask questions about what handicaps the organization would feel most comfortable and most uncomfortable with, and what the agency feels it would need to have or to know in order to include more handicapped persons. That is, what does the agency see as the problems or barriers to increased mainstreaming?

   Students will summarize their findings in a brief report and share the report with the class. The class will then try to draw conclusions or make statements about:

1) How many handicapped persons are currently being mainstreamed in recreation?
2) What handicaps are most often and least often mainstreamed?
3) What attitudes do community recreators hold on the concept of mainstreaming?
4) What techniques would be useful for promoting mainstreaming?

Before students go out for their agency visits, they should coordinate their choice of agency with other class members so that a variety of agencies will be surveyed. Try to get scouts, 4-H, recreation centers in different parts of the city, etc.

XI. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will present evidence that he/she has been significantly involved in the integration of clients into the community. This would mean that the student held a position that involved extensive work in a community liaison capacity. The involvement should have lasted for a minimum of three to six months. Evidence of this involvement should consist of the following:

a. A letter or telephone call from the director or supervisor of the agency or department where the student did community integration work. The letter or call should verify the length of time which the student worked, and what kinds of tasks and projects he accomplished. It should also make a judgment as to whether or not the student's work was satisfactory and appropriate.

b. A report by the student which summarizes the tasks and projects he initiated and/or completed as part of his efforts to integrate the handicapped. The report should include the difficulties that were encountered, and some evidence of what effect the student's efforts had on the clients. That is, how many clients became more involved in the community, and what kinds of activities did they become involved in?

c. A copy of any written or duplicated reports or other materials which the student utilized or prepared in connection with his community work.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer such questions as the following:

a. The student will identify five agencies in his community which offer services for the handicapped. He will discuss the nature and purpose of the services offered.

   b. The student will identify and discuss three tools or techniques for assessing leisure interests of the clients.

   c. The student will discuss the techniques and processes for discharge, referral, and follow-up of clients who have been institutionalized.

   d. The student will identify and discuss two systems that could provide support for clients living in the community.

   e. When presented with descriptive information about a situation in which community residents have negative or obstructive views toward integration of the handicapped, the student will discuss the techniques he would utilize to improve the situation.

3. Action Demonstration of Competence as pre/post-test

The student will arrange with an agency to function in a capacity where he/she can be extensively involved in the integration of clients into the community. The involvement should last at least three months. The student should keep a complete written or taped record of the tasks and projects he initiates and/or completes, and the number of clients who become involved in community programs. The student's performance of his duties must be rated satisfactory by the agency supervisor and/or the course instructor.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Review the Milwaukee Leisure Counseling system. Discuss its strengths and weaknesses for utilization with various client groups.

2. Secure one of the interest inventories listed on pages 154 and 155 of McDowell, (Leisure Counseling: Selected Lifestyle Processes), and administer it to the class. Discuss its application to the integration of clients into a community setting.

3. Visit a local agency/insitution that maintains a recreation referral system. Outline the components of the system. Compare these to the Milwaukee Leisure Counseling system.

4. Develop an interest inventory and activity referral inventory for an institution or community, utilizing appropriate survey tools. Describe this system orally.

5. Expand and/or refine an activity referral inventory and an interest inventory for an agency or institution. Describe this system orally.

6. Develop a panel presentation of resource persons from institutions, community health agencies, and community recreation programs to discuss the concept of "mainstreaming." List the concerns and needs of handicapped persons in utilizing community resources. Compare this to a list of problems and concerns of community agencies in integrating handicapped persons into their programs. Share these with the class.

7. Refer two handicapped individuals to community programs. Write a case history of these referrals describing the use of interest inventories, activity files, follow-up procedures, and other devices utilized. Analyze the success of these referrals.

8. Observe a therapeutic recreator work with a community agency to develop a cooperative working relationship around some issue. Write a report analyzing the effective and non-effective communication behavior of the therapeutic recreator.

9. Represent an agency or institution in developing a cooperative working relationship with a community agency around some issue. Analyze your effectiveness in a written report.

10. Visit two institutions and discuss with the therapeutic recreators methods of increasing successful client use of community resources. Orally share these with the class.

11. Visit three community based therapeutic recreation programs and report your findings to the class. Collect information in the following areas:

    1) agencies their clients utilize in the community
    2) description of referral system they use
    3) evaluation and follow up

12. Pick one client group and develop a resource file of agencies serving that specific population.

13. Role play how you would approach a community facility to introduce the specific needs and concerns of the handicapped.

14. Accompany a client referred to a community agency or program for the first time. Write a brief report on the client's concerns and problems.

15. Design a referral system based on assigned readings and agency visitations.

16. Interview a community agency director who currently provides services to the handicapped. Have the director voice his/her opinion on the advantages and disadvantages they have encountered.

Also, discuss their feelings about providing this service.

17. The student will be assigned a particular client for whom to find an appropriate community resource. Under supervision, the student will set up the referral.

18. Find at least two articles in TRJ describing the intergration of clients into community programs. Discuss them in class.

Supplementary Evaluative Criteria

1. On a written test list three sources for locating community recreation programs and five examples of types of agencies/organizations that might have such programs.

2. On a written test, compare the Milwaukee Leisure Counseling system to one other activity referral system. Include a description of the activity file, the interest inventory used, the process, and any evaluation or follow-up techniques.

3 On a written test, compare two interest inventories and evaluate their effectiveness.

4. In a written report, the student will describe two case histories of activity referrals - describing the use of interest inventories, activities files, process used, follow-up, and evaluation.

5. On a written test, the student will describe the concept of a continuum of services and identify client characteristics that would determine placement at each level. He should be able to identify a variety of program structures along the continuum.

6. On a written report, the student will describe how to set up an activity referral system, including necessary community survey instruments, interest inventories, and follow-up techniques.

7. On a written test the student will be able to list and describe five concerns and/or needs of handicapped persons being integrated into community programs and five problems and/or needs of community agencies in integrating the handicapped into their programs.

8. In a written report, the student will identify effective and non-effective communicating techniques in intra-agency relationships.

9. In a written report, the student will analyze his effectiveness in establishing intra-agency relationships.

10. On a written test, the student will identify and describe four techniques for increasing successful client use of community resources.

11. On a written test, the student will be able to correctly define 80% of the terminology specifically related to program integration.

12. Given a faulty referral system, the student will be able to identify the weaknesses and recommend solutions.

13. In an oral report, the student will identify and discuss the problems and concerns of the community in accepting the handicapped into their programs.

14. In an agency setting, the student will do a complete referral with one client (includes resource investigation, accompanying client referred, evaluation) which meets the approval of the agency and supervisor.

15. On a written test, the student will be able to identify and explain a variety of referral systems.

16. Given a case study, the student will be able to locate and list specific agencies pertinent to the particular situation.

17. In a field setting, the student will be responsible for establishing a resource filing system for the agency's use.

MODULE PACKET #30

CONDUCTING RESEARCH

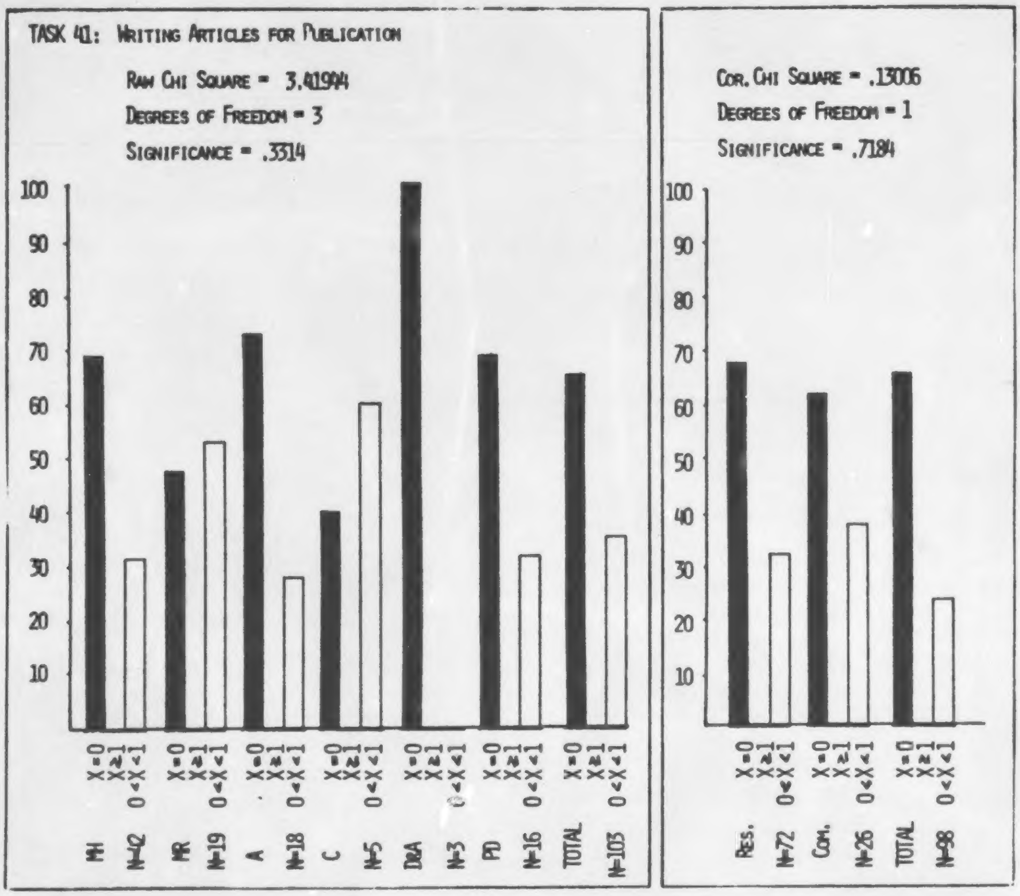
MODULE PACKET #30

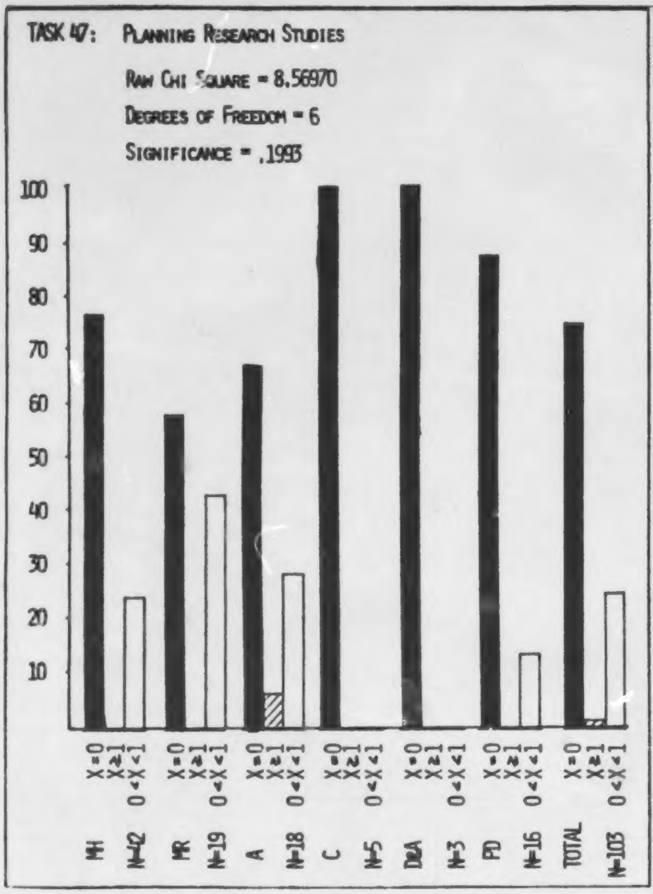
I. MODULE TITLE: CONDUCTING RESEARCH

II. COMPETENCY IT RELATES TO:

Ability to plan, conduct, and report research.

III. ANALYSIS AND DISCUSSION OF RELATED, ORIGINAL TASKS



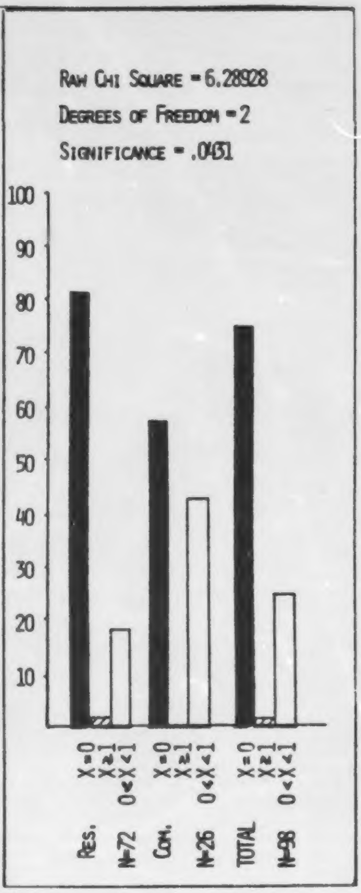


TASK 47: PLANNING RESEARCH STUDIES

RAW CHI SQUARE = 8.56970

DEGREES OF FREEDOM = 6

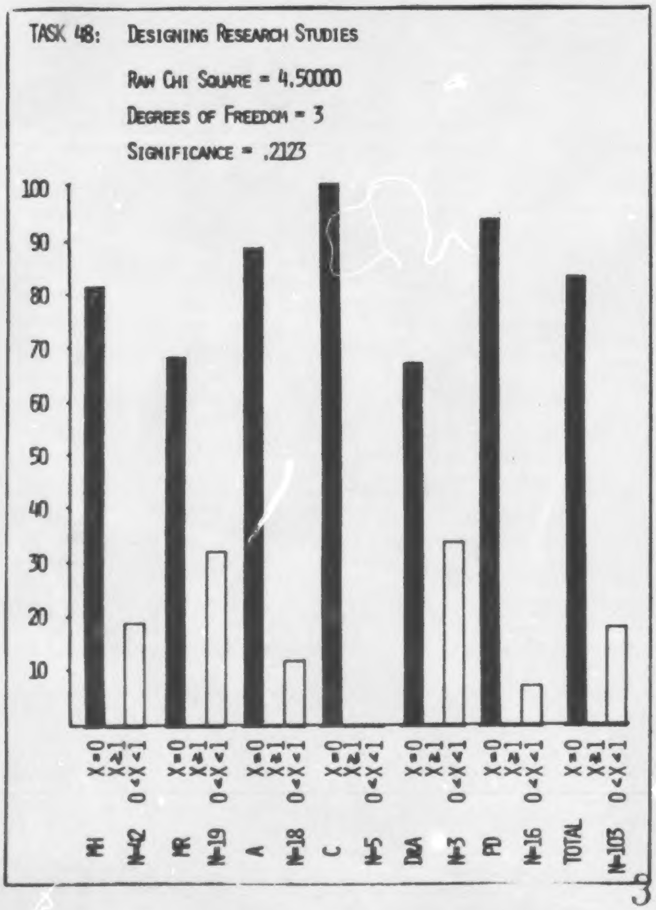
SIGNIFICANCE = .1993



RAW CHI SQUARE = 6.28928

DEGREES OF FREEDOM = 2

SIGNIFICANCE = .0431

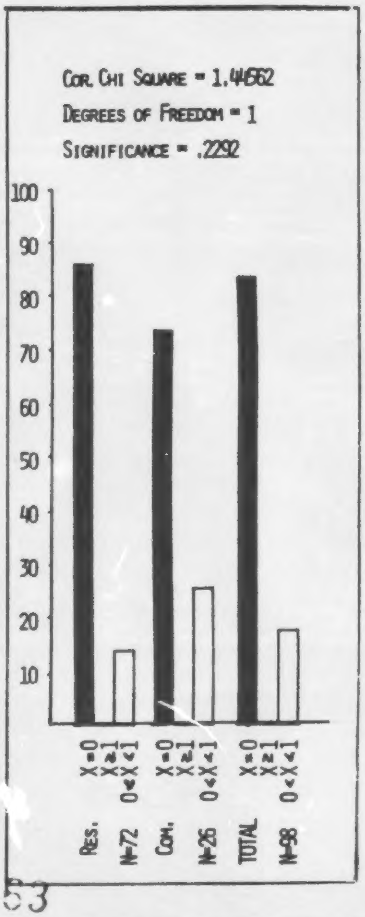


TASK 48: DESIGNING RESEARCH STUDIES

RAW CHI SQUARE = 4.50000

DEGREES OF FREEDOM = 3

SIGNIFICANCE = .2123



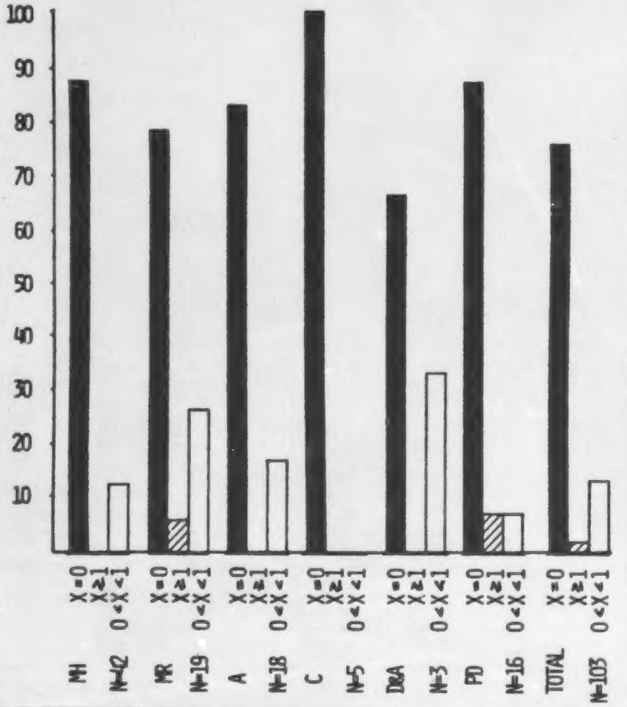
COR. CHI SQUARE = 1.44562

DEGREES OF FREEDOM = 1

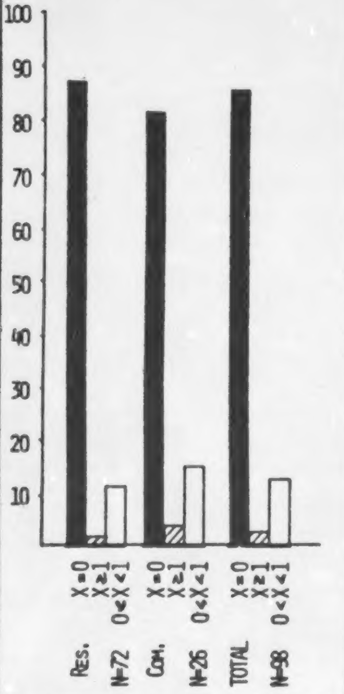
SIGNIFICANCE = .2292

TASK 49: CONDUCTING RESEARCH STUDIES

RAW CHI SQUARE = 4.52983
DEGREES OF FREEDOM = 6
SIGNIFICANCE = .6054

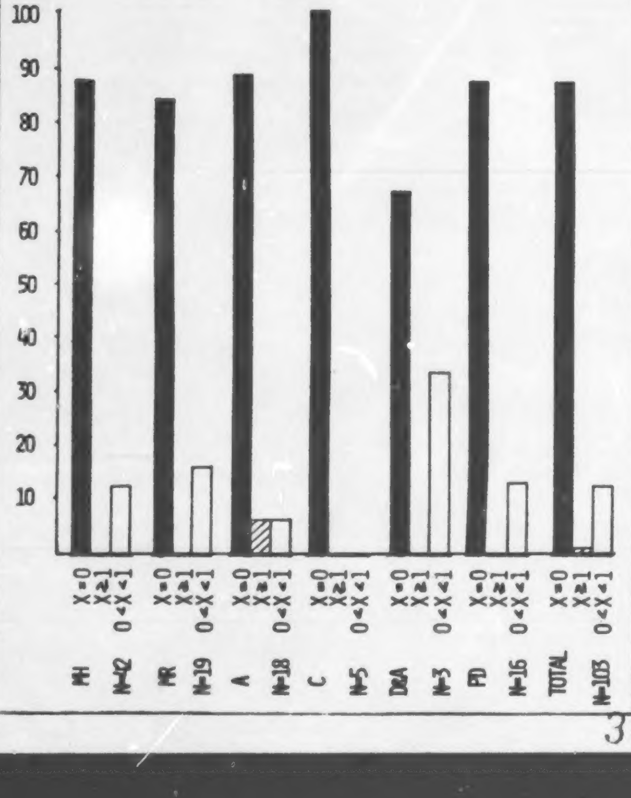


RAW CHI SQUARE = .95103
DEGREES OF FREEDOM = 2
SIGNIFICANCE = .6216

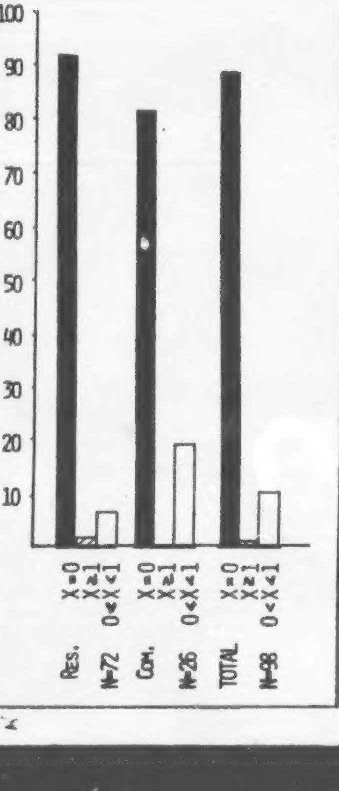


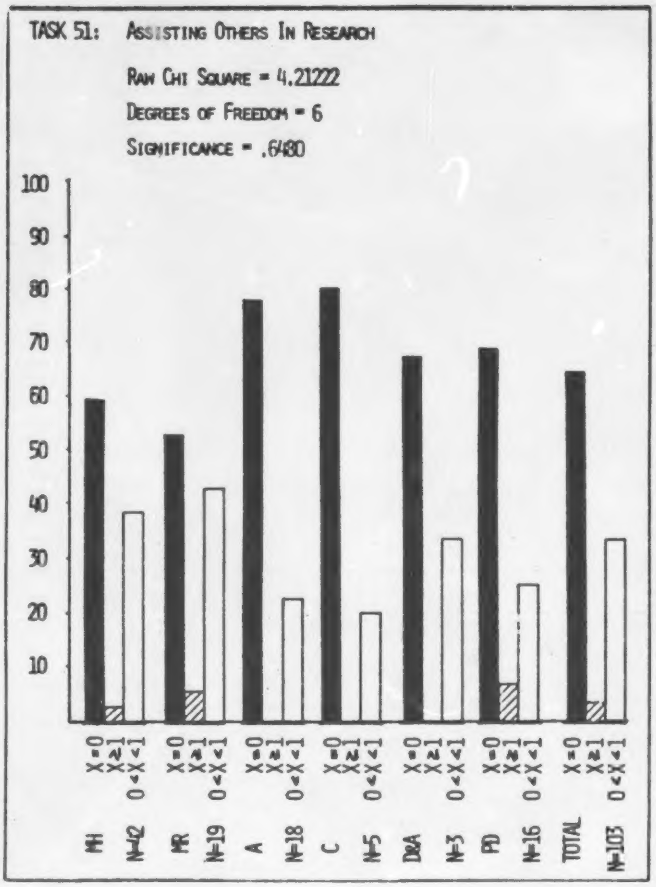
TASK 50: REPORTING RESEARCH STUDIES

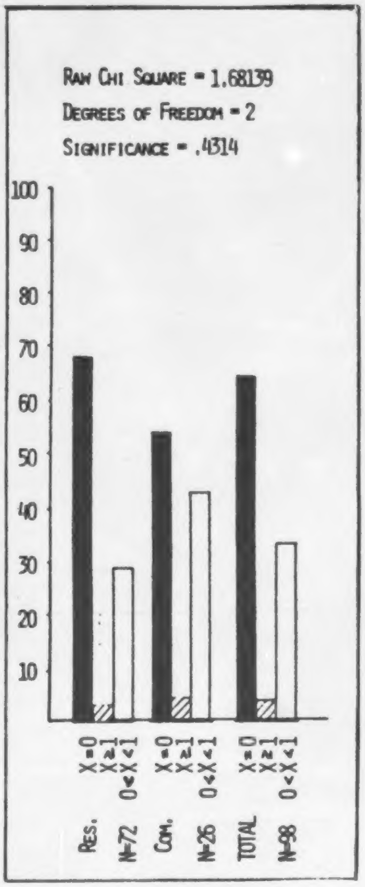
RAW CHI SQUARE = 5.17729
DEGREES OF FREEDOM = 6
SIGNIFICANCE = .5213



RAW CHI SQUARE = 3.44249
DEGREES OF FREEDOM = 2
SIGNIFICANCE = .1788







Of the six original tasks relating to the production of scholarly research, only one task showed a significant relationship. The task "planning research studies" was significant (.0431) with respect to treatment setting. In the Community setting, 57.7% of respondents never planned research studies while 42.3% planned studies less than weekly. No persons planned research once or more per week. In the Residential setting, fully 80.6% of respondents were never involved in planning research while only 18.1% were involved less than weekly. One person (1.4%) planned research studies at least once per week.

IV. ANALYSIS OF COMPETENCY THROUGH KNOWLEDGES AND SKILLS

IN CLASS	IN PRACTICUM	ON THE JOB	KNOWLEDGES COMPETENCY #30	IN CLASS	IN PRACTICUM	ON THE JOB	SKILLS
11	0	0	OF RESEARCH METHODS	8	3	0	IN DEFINING RESEARCH PROBLEMS
11	0	0	OF STATISTICAL PROCEDURES	9	2	0	IN REVIEWING LITERATURE
11	0	0	OF LITERATURE IN THE FIELD	9	2	0	IN DESIGNING A RESEARCH APPROACH
11	0	0	OF DISSEMINATING INFORMATION	6	4	0	IN COMPLETING RESEARCH
10	1	0	OF COMPUTER PROCEDURES	7	3	0	IN DRAWING RESEARCH CONCLUSIONS
				7	3	0	IN DISSEMINATING INFORMATION
54	1	0	SUB-TOTAL FOR KNOWLEDGES	46	17	0	SUB-TOTAL FOR SKILLS
			GRAND TOTAL: ⇨	100	18	0	

Respondents overwhelmingly agreed that both knowledges and skills related to research were best learned in the classroom. For knowledges, the total scores were: in class - 54; field practicum - 1; and on the job - 0. For skills, the total points were: in class - 46; field practicum - 17; and on the job - 0.

V. CONTENT SUMMARY OF MODULE

This module relates only to planning, conducting, and reporting research. It does not relate to the application of research, which is dealt with in Module Packet #19. This module (#30) addresses the preparation of projects and theses, as well as the production of scholarly articles for publication.

It must be noted here that all master's degree students at Temple University are required to complete one 3 hour Research course conducted within the Recreation and Leisure Studies Department. General content of this course encompasses data on: 1) Needs for Research and Methods of Acquiring Knowledge, 2) Research Planning and the Scientific Method, 3) Problem Analysis and Solution, 4) Historical and Descriptive Research, 5) Experimental and Philosophical Research, 6) Tools of Research; Surveys and Sampling, 7) Data Collection and Analysis and 8) Writing Research Reports.

In addition students are required to complete at least one 3 credit graduate level course in statistics.

VI. LEARNING OBJECTIVES

1. The student will be able to design a research study including: selection of an approach, definition of a problem, statement of limitations and delimitations, etc.
2. The student will be able to locate, review, and evaluate various sources of literature.
3. The student will be able to collect and analyze data for research.

VII. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books. 1972. pp. 180-188.
2. Kerlinger, Fred N. Foundatios of Behavioral Research. New York, New York: Holt, Rinehart and Winston, Inc., 1973.
3. Kraus, Richard G. and Curtis, Joseph E. Creative Administration in Recreation and Parks. Saint Louis: The C.V. Mosby Company, 1977. pp. 278-287.
4. Kraus, Richard. Therapeutic Recreation Service: principles and practices. Philadelphia: W.B. Saunders Company, 1978.
5. Research Methods in Health, Physical Education, and Recreation. Edited by Alfred W. Hubbard. American Association for Health, Physical Education, and Recreation, Washington D.C., 3rd edition, 19
6. Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration. Reston, Virginia: Reston Publishing Company, Inc., 1976. pp. 329-346.
7. Sellitz, Claire; Jahoda, Marie; Deutsch, Morton; and Cook, Stuart W. Research Methods in Social Relations. New York: Holt, Rinehart, and Winston, 1959.

VIII. AUDIO-VISUAL MATERIALS

None have been located that would be useful to this module topic.

IX. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups and list the basic research designs (experimental, historical-philosophical, etc.). They will discuss the kinds of research problems or topics to which each design would be applicable.

2. Students will meet in study groups and identify a problem area in therapeutic recreation. They will then list 10 possible hypotheses that could be explored within that problem area.

X. HOMEWORK ASSIGNMENTS

1. The student will choose a topic or problem area related to therapeutic recreation, making it quite specific. Then he will identify 20 journal articles or other appropriate literature that would be relevant to his topic. The sources should be written down in proper bibliographical form and submitted to the instructor.

2. The student will identify a limited research question and then design a 20-item survey to explore it. The student will submit the survey to his instructor, along with a statement of the research question; to whom the survey would be administered; and how the results would be analyzed.

XI. EVALUATIVE METHODS

A. Present-a-Package (written) as pre-test

The student will submit written proof that he has been significantly involved with research. This proof should include all of the following:

1. A copy of a thesis or major research project that the student has written. The project should exhibit that the student followed accepted procedures in research design, data collection, etc.

2. A copy of an article which the student prepared and submitted to a research publication. The article need not have been published, but the student should report to what journal he submitted the article, and the procedures that he used to prepare the article.

B. Demonstration of Knowledge (oral or written) as pre/post-test

The student will verbally or in writing answer some or all of the following questions:

1. Name the basic research methods or designs, and discuss the applicability of each to therapeutic recreation topics.

2. When presented with the following problem areas in recreation, the student will list 3 possible hypotheses for each topic.

Problem Areas:

+ The effects of mandatory vs. optional recreation on the sociability of psychiatric patients.

+ The relationship between cooperativeness of institutionalized retarded clients and the sex of their primary Recreation Therapist.

+ A comparison of the "western roll" and the "Fosbury Flop" techniques in training retarded clients for the high jump event in the Special Olympics.

3. The student will discuss the procedures involved in carrying out a comprehensive review of literature for a topic in therapeutic recreation. Procedures should include where to look, what to look for, and how to find difficult or unusual resources.

4. The student will list and discuss three methods of data collection and three types of data analysis. The student will detail how each one is carried out, its strengths and weaknesses, and the type of situation or study in which it might be used.

C. Action Demonstration of Competence (pre/post test)

Research is not applicable to this evaluative method, because research takes several weeks or months and cannot be demonstrated in a day or two.

XII. SUPPLEMENTARY LEARNING ACTIVITIES AND EVALUATIVE CRITERIA

Supplementary Learning Activities

1. Form small study groups and peruse three texts on statistics. Design 5 problems that can be statistically analyzed with such functions as chi square and t-tests. Trade problems with other study groups and work through each one together as a group.

2. Explore four texts on research. Write two pages summarizing the basic research methods listed in the books. Include the procedures, advantages, and disadvantages for each method.

3. Create a hypothetical hypothesis. Outline the procedures you would follow to test the hypothesis. Specify exactly what you would measure and how you would measure it.

4. Read an introductory level book on computer program packages such as STAT PAC, MORPT, FAWCS, AND SCATTER. Discuss in class their applications to therapeutic recreation studies.

5. Enroll in a statistics course. Create problems about therapeutic recreation subjects to practice the functions you are learning.

6. Invite an advanced computer programming student to your class. Ask him to explain the potential value of computers for analyzing data pertinent to recreation.

7. Enroll in an introductory computer programming course. Create problems relevant to recreation to practice the skills you learn.

8. Invite a doctoral student to class. Ask him to briefly describe his research study, state his hypothesis, and then submit one of his computer print-outs for inspection. Interpret the data as you understand it, and ask the student for feedback on your accuracy.

9. Choose a topic area relevant to recreation and list 20 literature sources that might be applicable to it. For each source, list the entire bibliographic reference, the location of the source listing, and the actual location of the source itself. You need not actually read the sources.

10. Consult 3 texts that dicuss research instruments. List five instruments on paper and discuss the uses, strengths, and weaknesses of each.

Supplementary Evaluative Criteria

1. When presented with a series of statistical problems, the student will correctly answer 80% of them.

2. When presented with four research methods, the student will write two pages discussing the procedures, advantages, and disadvantages of two methods. The paper must be judged satisfactory to the course instructor.

3. When presented with a packet of raw data and a set of specific variables to analyze, the student will prepare the necessary computer programs, run them, and report the correct results. The instructor will have determined the results in advance.

4. When presented with a problem area in therapeutic recreation, the student will declare a hypothesis, support it with a review of literature including ten first-hand sources, outline in detail the procedures and instruments he would use for study, and list the statistical operations he would perform on his data. The student will be allowed 3 weeks to complete the paper.

5. When presented with a list of 15 bibliographic references, the student will locate 10 and briefly discuss the content of each. The oral discussion must satisfy the course instructor.

6. When presented with statistical results from a research project in the literature, the student will draw conclusions. The conclusions should approximate those originally drawn by the investigator, assuming that the instructor chooses a study with valid conclusions.

INTRODUCTION TO MINI-MODULE PACKETS

In addition to the module packets for each of the 30 competencies, 8 mini-module packets have been developed for 8 sub-competencies. The sub-competencies were seen as topics with wide applicability to the master's degree practitioner in therapeutic recreation, although they were not designated originally as competencies. The mini-module packets include basically the same sections as the module packets. However, they do not include references to either the Job Task Analysis or the Survey on Knowledges and Skills, since they were not covered by these original projects. Also, they do not have a section on Supplementary Learning Activities and Evaluative Criteria, since no additional activities or tests were ever developed.

Temple University utilizes a developmental frame of reference for organizing and presenting information concerning various disability categories. A short discussion of developmental approaches and a list of some resources are found on the following seven pages.

APPROACHES UTILIZED TO APPLY THERAPEUTIC RECREATION PROCESSES TO THE VARIOUS DISABILITY CATEGORIES

In different curricula, the teaching of data on the various disability categories is approached in a variety of ways. Some curricula are organized in such a way that a total course or major portion of a course is devoted to one disability. In other instances several disability categories are dealt with in one course. Additionally, various models and/or frames of reference are utilized to present a habilitation/rehabilitation scheme that can be applied to the therapeutic recreation process.

At Temple University the current approach is to study the six major disability categories within the two-course series of Recreation 330 and 331 (see Section III, D., 1, for an overview of the content of these courses).

Additionally, the therapeutic recreation faculty at Temple University have adopted and utilized a developmental frame of reference within which the application and adaptation of activities to the habilitative/rehabilitative needs of clients is explored.

Admittedly, the theories, constructs and models utilized are eclectic in nature and encompass materials gleaned from various medical and allied health professions. We believe, however, that a developmental approach provides a solid, as well as operational framework within which the therapeutic recreation process can be studied, learned, and applied.

In developmental frames of reference, functional/dysfunctional continua are delineated through a categorical, sequential structuring of human abilities. Each continuum is one identified area which is subdivided into stages.

Some developmental frames of reference utilize only one function/dysfunction continuum in that they deal with only one area of human ability. Other frames of reference utilize several continua and are concerned with various human abilities. For example, frames of reference based on Erikson's "eight stages of man" or Freud's psychosexual stages of human development are unidimensional, whereas frames of reference which include continua labeled as cognition, perceptual motor skills and interpersonal relations are multidimensional.

Regardless of which type of developmental frame of reference is utilized to examine and assess a client's strengths and needs in terms of functional skills, it is perceived that such a model is most adaptable in terms of objectively incorporating therapeutic recreation services into the habilitation/rehabilitation process.

Seven different developmental continua have been identified by Anne Cronin Mosey, O.T.R., Ph.D.. They include:

1 - Perceptual Motor Skills
2 - Cognitive Skills
3 - Drive-Object Skills
4 - Dyadic Interaction
5 - Primary Group Interaction
6 - Self-Identity Skills
7 - Sexual Identity

At the present time in the Temple therapeutic recreation curriculum, emphasis is given to the three continua of Perceptual Motor Skills, Cognitive Skills, and Primary Group Interaction. This is due in part to our current level of curriculum development, the knowledges and experiences of existing therapeutic recreation faculty members at Temple, and to the consciously made judgment that these three continua are most readily identifiable and objectifiable in the leisure/recreational pursuits of clients. Additionally, some emphasis is given to the study of the central and autonomic nervous systems, as well as the process of sensory-motor integration.

Any attempt to include specific content and methodologies utilized in connection with the subject matters mentioned above would not be appropriate for this report. It is, however, important to acknowledge and specify some of the major contributors and written resources from disciplines other than therapeutic recreation that are currently being utilized. They include:

A - Anne Cronin Mosey, O.T.R., Ph.D.

Dr. Mosey has written two texts which are titled Activities Therapy and Three Frames of Reference for Mental Health. Substantive data is being utilized and adapted from these works, particularily in areas such as the teaching/learning process, group dynamics and group process, client evaluation and the treatment process, frames of reference for therapy, function/dysfunction continua, and the developmental continua mentioned earlier in this section of this report. Specifically, Dr. Mosey's two texts are:

1) Mosey, Anne Cronin, O.T.R., Ph.D.. Activities Therapy. New York: Raven Press, 1973.

2) Mosey, Anne Cronin, O.T.R., Ph.D.. Three Frames of Reference for Mental Health. Thorofare, New Jersey: Charles B. Slack, Inc., 1971.

B - Jean Piaget

In the general areas of reality orientation, cognition, and the development of intellectual and thought processes, various constructs and postulates are utilized from the works of Jean Piaget, who developed a four stage continuum related to cognitive development. Several of his publications include:

1) Piaget, J. *The Child's Conception of the World*. New York: Harcourt, Brace and World. 1929.

2) Piaget, J. *The Origins of Intelligence in Children*. New York: International University, 1936.

3) Piaget, J. *The Construction of Reality in the Child*. New York: Basic Books, 1937.

C - A. Jean Ayers, O.T.R., Ph.D..

Dr. Ayers has focused on two specific areas which have been utilized in terms of presenting a theoretical basis for the treatment and amelioration of dysfunction, namely: 1) the development of perceptual-motor abilities, and 2) sensory-motor integration. Specific sources of material in each of these areas are:

1) Ayers, A. Jean, "The Development of Perceptual Motor Abilities", *American Journal of Occupational Therapy*, Vol XVII, No. 6, (1963).

2) Ayers, A. Jean, "Deficits in Sensory Integration in Educationally Handicapped Children", *Journal of Learning Disabilities*, 2:3, (March 1969), pp. 160-168.

D - Elliott M. Avedon, Ed.D.

In his book, *Therapeutic Recreation Service*, Dr. Avedon presents a horizontal continuum of eight leadership roles, (see complete reference below). The horizontal conceptualization is presented as a schema in which a group leader, (a therapeutic recreator), can make role adjustments or modification in relation to client needs. This material has been utilized in conjunction with Dr. Anne Mosey's continuum of Group Interaction Skills. Dr. Avedon's material is couched in terms of the leader's role, while Dr. Mosey's material is focused on the client's developmental skill level.

1) Avedon, Elliott M., Ed.D. *Therapeutic Recreation Service*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974. pp. 156-172.

E - Josephine C. Moore, O.T.R., PH.D..

Dr. Moore, recognizing the need for rehabilitation therapists to have some understanding of concepts underlying some of the newer rehabilitation techniques wrote two articles on Neuroanatomy which were published in the American Journal of Occupational Therapy. Her articles were an attempt to simplify present data on the Central Nervous System and Peripheral Nervous System, as well as some of their component parts and their interactions. The articles contain some simplified yet functional diagrams. Two specific resources include:

1) Josephine C. Moore, O.T.R., Ph.D., "Neuroanatomy Simplified", Part I. American Journal of Occupational Therapy, XIX, 4, 1955, pp. 208-212.

2) Josephine C. Moore, O.T.R., Ph.D. "Neuroanatomy Simplified: Introduction to the Neuron", Part II, Section A. American Journal of Occupational Therapy, XIX, 2, 1966, pp. 80-86.

F - Linda L. Levy, O.T.R.

Ms. Levy published an article which discussed the developmental approach in the treatment of severely disorganized psychotic patients. Jean Piaget's learning theory and Silvano Arieti's developmental postulates are cited. The specific reference on Ms. Levy's article is:

1) Linda L. Levy, O.T.R., "Movement Therapy for Psychiatric Patients", American Journal of Occupational Therapy, July 1974, Volume 28, No. 6, pp. 354-357.

G - Frederic A. Harris, Ph.D.

Dr. Harris published an article aimed at pointing out the general structural and functional parallels between the central nervous system and computing machines. He considered by analogy the possibilities inherent in the Central Nervous System organization for recovery of function after CNS damage. The purpose of his article was to replace the oftimes gloomy outlook for successful neuromuscular re-education with a more optimistic outlook consistent with new information provided by the contemporary neurosciences. The specific reference is:

1) Frederic A. Harris, Ph.D., "The Brain Is A Distributed Information Processor", American Journal of Occupational Therapy, May-June, 1970, Vol. XXIV, No. 4, pp. 264-268.

H - Lorna Jean King, O.T.R., F.A.O.T.A.

Ms. King has published an article on the treatment of schizophrenia through a sensory-integrative approach. Movement patterns typical of process schizophrenia are identified and an empirical treatment program is described. It is hypothesized that defects in proprioceptive mechanisms result in lack of sensory integration. Treatment principles are discussed and implications for preventive programs are noted. The specific reference is cited below.

1) Lorna Jean King, O.T.R., F.A.O.T.A., "A Sensory-Integration Approach To Schizophrenia", American Journal of Occupational Therapy, October, 1974, Volume 28, No. 9, pp. 529-536.

In addition to the authors and references previously cited, there are a few additional global and comprehensive texts that therapeutic recreation faculty at Temple have utilized as resources. They come primarily from the disciplines of psychology and psychiatry. Each is cited below along with a brief description of its value and utility.

1) Berger, Milton M., M.D., Working With People Called Patients. New York: Brunner/Mazel Publishers, 1977.

This manual is intended to provide the practitioner therapist with a theoretical and descriptive framework. It is based on Dr. Berger's years of experience with groups and individuals in therapy. The manual is intended primarily for the beginner. The content stresses working with the healthy aspects of persons and protecting their self-esteem.

2) Hall, Calvin S. and Lindzey, Gardner. Theories of Personality. New York: John Wiley & Sons, Inc., 1957.

Though somewhat dated, this single volume offers a highly readable presentation of some of the major theories of personality including; Freud, Jung, Adler, Fromm, Horney, Sullivan, Murray, Lewin, Allport, Sheldon, Rogers, and Murphy. It is considered a useful resource in developing an understanding of human growth and development.

3) Coleman, James C., Abnormal Psychology and Modern Life. Glenview, Illinois: Scott, Foresman and Co., 5th edition, 1976.

This excellent resource is intended to help readers understand abnormal behavior both on a scientific level and on a compassionate, human level. Part I gives an overview of abnormal behavior including a review of the basic principles of human development and adjustment.

Part II details the clinical pictures, causal factors, and treatment outcomes of the major maladaptive patterns included in the classification systems of both the American Psychiatric Association and the World Health Organization. Part III goes beyond the traditional and established classification syndromes to anticipate the shifting scene in maladaptive behaviors. Part IV deals with assessment, therapy, and prevention.

4) Freedman, Alfred M., M.D., Kaplan, Harold, I., M.D., and Sadock, Benjamin J., Modern Synopsis of Comprehensive Textbook of Psychiatry/II. Second Edition, Baltimore: The Williams & Wilkins Co., 1976.

This comprehensive text is 2,707 pages in length and is composed of 226 contributions by outstanding contemporary behavioral scientists from disciplines of Psychiatry, Psychology, Social Work, and other health professionals. It is perceived as an excellent and comprehensive resource for instructors as well as students.

MINI-MODULE PACKET #1

MENTAL ILLNESS

MINI-MODULE PACKET #1

I. MINI-MODULE TITLE: MENTAL ILLNESS

II. SUB-COMPETENCY IT RELATES TO:

Ability to understand the etiology, symptomology, terminology, and prognostic implications of mental illness.

III. LEARNING OBJECTIVES

1. The student will be able to discuss various theories concerning the causes and origins of mental illness.

2. The student will be able to identify the various classifications of mental illness and discuss the terminology, symptoms, and functional implications of each category.

3. The student will be able to develop and express a professional and constructive attitude towards mental illness, that allows him/her to interact comfortably and genuinely with mentally ill clients.

IV. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972. pp. 49-54, 57-58, and 81-83.

2. Kraus, Richard. Therapeutic Recreation Service: principles and practices. Philadelphia: W.B. Saunders Company, 1978. pp.123-164.

3. O'Morrow, Gerald S. Therapeutic Recreation: A Helping Process. Reston, Virginia: Reston Publishing Company, 1976. pp. 9-24 and 42-47.

4. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia, Pa.: Lea and Febiger, 1975. pp. 103-137.

5. Stein, Thomas A. and Sessoms, H. Douglas. Recreation and Special Populations. Boston: Holbrook Press, 1973. pp. 137-168.

6. Gunn, Scout L. and Peterson, Carol A. Therapeutic Recreation Program Design: Principles and Procedures. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978.

READINGS (continued)

7. Periodicals: American Journal of Psychiatry; American Journal of Psychology; Hospital and Community Psychiatry; and Community Mental Health Journal.

V. AUDIO-VISUAL MATERIALS

There are many films and brochures depicting various aspects of mental illness. Some films show therapeutic activities being used in the treatment of emotional illness.

It is suggested that the instructor request current film and publication lists from such sources as:

a. The National Therapeutic Recreation Society
1601 North Kent Street
Arlington, Va. 22209

b. American Alliance for Health, Physical Education, and Recreation
Unit on Programs for the Handicapped
1201 16th Street, N.W.
Washington, D.C. 20015

c. American Psychiatric Association
1700 18th Street, N.W.
Washington, D,C. 20000

d. National Association for Mental Health
1800 North Kent Street
Arlington, Va. 22209

e. Local public libraries and university libraries

A few examples of films which were located include the following:

1. Angry Boy. 33 minutes. "The emotional disturbance of a boy who is caught stealing in school is traced to its basic causes through psychiatric care. The film shows how unconscious motivation affects the behavior of both children and adults." (Emotions of Every-day Living Series), 1951. Available at the Free Library of Philadelphia.

2. Roots of Happiness. 25 minutes. "The essential elements of happy family life are illustrated in this film . . . , which contrasts a home where the father loves and respects his wife and children with one in which discord and hostility prevail . . ." Produced by the Mental Health Film Board and Health Dept. of Puerto Rico, 1953. Available at the Free Library of Philadelphia.

VI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups. Each group will select a classification of mental illness such as schizophrenia, depression, childhood autism, etc. Each group will discuss their feelings and attitudes towards persons who might have these symptoms, and each group will try to identify the special needs or problems that clients would have with respect to recreation. Each group will share their discussion with the entire class.

2. Read Kenneth Donaldson's Insanity Inside Out. Have a class discussion on its implications and significance for persons who are, or have been, hospitalized for emotional problems. What implications does it have for persons with emotional problems who are considering whether or not to seek treatment? Discuss other important aspects of the book.

3. Read Ken Keesey's One Flew Over the Cuckoo's Nest. It portrays many aspects of mental illness and institutionalization. Discuss which aspects seem to be portrayed realistically, and which seem exaggerated or fictional. Discuss what message the book conveys, if any. Discuss the attitudes of the various characters toward mental illness (including the attitudes of the main character, the other patients, the nurse, the doctors, etc.). Discuss the feelings which the book arouses in each student.

4. Invite a person to class who has been hospitalized for emotional problems. (It may be difficult to find a person willing to come.) Ask the person to describe the attitudes he has encountered about his illness from friends, relatives, and co-workers. Have him discuss the impact and significance that his illness has had on his life.

5. View the film "These People", which is available for a small fee from Horizon House Institute, 5555 Wissahickon Avenue, Philadelphia, Pennsylvania. Discuss the attitudes of the citizens shown in the film. Discuss the individual views of students on community integration of former psychiatric patients. What was the purpose of the film? Was the film conducive to promoting community integration?

VII. HOMEWORK ASSIGNMENTS

1. Read either One Flew Over the Cuckoo's Nest, by Ken Keesey, or Insanity Inside Out, by Kenneth Donaldson. Write a report discussing the kinds of issues raised in questions #2 and #3 of section VI in this mini-module.

2. Read a few issues of psychiatric or psychological periodicals, such as "Hospital and Community Psychiatry" or "Journal of Counseling Psychology". Choose one article that you feel

HOMEWORK ASSIGNMENTS (continued)

exemplifies some points or issues which will be important to you in your future recreation employment, if you were to work in a psychiatric setting. Identify the important points you perceive, and discuss why they will be significant for your work.

3. Arrange with other students to sponsor a recreational special event one evening in a psychiatric facility. Groups of students should try to "spread out" among several facilities. Special events could include a holiday party, a song festival, a games night, etc.

   After leading the activities, write a report describing your observations and impressions during the evening. How did you feel while you were there? What was the attitude of the staff toward the clients? What implications did the clients' psychological difficulties have for recreation?

4. Locate and collect newspaper and magazine articles that relate to the legal rights of mentally ill persons. This would include articles on the federally mandated right to the "least restrictive environment," articles on voting rights, discrimination in housing, etc. Write a thoughtful commentary on one article, listing its major points and your own personal view of the matter. Some students may wish to read their papers in class.

5. Collect newspaper clippings of stories and headlines that present various prejudiced, stereotyped, and other negative attitudes toward the mentally ill. Discuss in class or write about the damaging impact of these printings.

VIII. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will present evidence that he has worked extensively in a mental health setting for a period of at least six months. The student must have worked in a therapeutic service capacity, such as therapeutic recreation, nursing, music therapy, etc., and he must have formed a constructive personal attitude towards mental illness. Evidence of the above conditions should consist of:

a. A letter or telephone call from the director or supervisor of the agency or department where the student worked in mental health. The letter or phone call should verify that the student was involved in direct service for the specified amount of time and that he related to the clients in a satisfactory and appropriate manner.

EVALUATIVE METHODS (continued)

b. An oral or written report by the student on what job functions he performed in the mental health setting, how he related to the clients, what his attitude toward mental illness is, and other descriptions that will help the instructor evaluate the depth of the experience.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer questions such as the following:

a. List the major classifications of mental disorders and discuss the origins and symptoms of each.

b. When presented with three categories of mental disorders, the student will discuss the functional implications for each.

c. When presented with a list of terminology relating to psychiatric health and illness, the student will correctly define at least 80% of the terms.

d. When presented with a case study about an emotionally disturbed client, the student will describe the techniques he would use to establish rapport and relate to the client. The student will discuss how he would use his personal style to initiate a therapeutic relationship with the client.

3. Action Demonstration of Competence

The student will arrange to work for at least 50 hours in each of three different psychiatric agencies. The student will keep a written or tape-recorded log of his experiences, job functions, and client interactions. At the end of all three experiences, the student will summarize the knowledges and skills he/she has learned. The course instructor must be satisfied that the student's experience was sufficient for the competency.

MINI-MODULE PACKET #2

MENTAL RETARDATION

MINI-MODULE PACKET #2

I. MINI-MODULE TITLE: MENTAL RETARDATION

II. SUB-COMPETENCY IT RELATES TO:

Ability to understand the etiology, symptomology, and functional implications of mental retardation.

III. LEARNING OBJECTIVES

1. The student will be able to discuss the origins and causes of mental retardation.
2. The student will be able to discuss the effects of mental retardation on physical, emotional, social, and cognitive functioning.
3. The student will be able to understand the terminology and classification systems that relate to mental retardation.

IV. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972. pp. 49-57, 63-67, 68-71, 78-81. and 112-119.
2. Kraus, Richard. Therapeutic Recreation Service: principles and practices. Philadelphia: W.B. Saunders Company, 1978. pp. 165-196.
3. O'Morrow, Gerald S. Therapeutic Recreation: A Helping Profession. Reston, Virginia: Reston Publishing Company, Inc., 1976. pp. 9-54.
4. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia, Pa.: Lea and Febiger, 1975. pp. 103-162 and 183-194.
5. Stein, Thomas A. and Sessoms, H. Douglas. Recreation and Special Populations. Boston: Holbrook Press, Inc., 1977. pp. 67-106
6. Periodicals: American Journal of Mental Deficiency; Mental Retardation Abstracts; Mental Retardation News; MR/Mental Retardation; Therapeutic Recreation Journal.

V. AUDIO-VISUAL MATERIALS

There are many films and brochures on mental retardation. The instructor may wish to secure current film and publication lists from such organizations as:

a. Council for Exceptional Children, 1411 South Jefferson Davis Highway,Suite 900, Jefferson Plaza, Arlington, Virginia 22202.

b. Joseph P. Kennedy, Jr. Foundation: 1411 K Street, N.W. Washington, D.C. 20005

c. National Association for Retarded Citizens, 2709 Avenue E East, Arlington, Texas 76011.

d. Local public libraries and university libraries

A few examples of films which were located are as follows:

1. Every Child A Winner. Shows the Special Olympics for the mentally retarded. Available through:

   Special Olympics, Inc.
   1701 K Street, N.W.
   Washington, D.C. 20006

2. Somebody Waiting. 24 minutes. "A moving but encouraging film showing how a concerned hospital staff cooperated in a new approach to the severely retarded children in their care. By environmental stimulation and therapeutic handling, staff members were able to improve the quality of life for the children." Produced by Hal Riney and Dick Snider, 1972. Available at the Free Library of Philadelphia.

VI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. During class time, students will travel to a residential facility for the retarded and conduct a program of one or two activities. Upon returning to class, students will discuss their observations and reactions to the experience.

2. Students will meet in study groups to discuss the concepts of institutionalization vs. mainstreaming and normalization. Students will explore their views on these concepts with respect to the mentally retarded, and whether or not community residences and group homes are preferable to institutions. Students will discuss how they, personally, would feel if the city wanted to locate a group home for the retarded on their (the student's) block of residence.

PARTICIPATORY EXERCISES AND ACTIVITIES (continued)

3. Have a class discussion about sexuality and the mentally retarded. Discuss such questions as: Should retarded persons be allowed to marry and raise children? Are they capable of raising children? Should parents or government have the right to sterilize retarded young adults? What should the retarded be taught about love, sex, and marriage? When such issues have ended up in the courts, what decisions have the judges made?

VII. HOMEWORK ASSIGNMENTS

1. Collect information on current federal legislation related to rights and provisions for the mentally retarded. Write a paper that: 1) identifies the content of major, recent legislation; 2) expresses the student's interpretation of the content; and 3) expresses the student's personal opinion on the value and appropriateness of the laws.

2. Write a paper that compares and contrasts mild and moderate retardation with severe and profound retardation. Compare such aspects as causes and origins; symptoms and functional effects; and prognosis for growth.

3. Write a paper that discusses some of the program efforts of the Joseph P. Kennedy Foundation. For example, write about the "Special Olympics" and the "Let's Play to Grow" programs. Discuss their importance in helping the mentally retarded achieve their maximum potential for fulfillment and functioning.

VIII. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will present evidence that he/she has been extensively involved in a direct service capacity with mentally retarded persons for at least 6 months, and that he/she understands the causes, effects, and treatment of mental retardation. Evidence should consist of the following:

a. A letter or telephone call from the director or supervisor of the agency or department where the student worked. The letter or call should verify the length of time that the student worked, and that the student related to the clients in an appropriate manner.

b. A report by the student describing the numbers and levels of clients he worked with, the tasks he performed, and specific incidents that reflect his understanding of, and attitude towards, mentally retarded persons.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer such questions as the following:

a. Discuss the origins and causes of mental retardation.

b. Discuss the difference between cognition and perception. Discuss the relation of each to mental retardation.

c. When presented with a list of terminology related to mental retardation, the student will correctly define 80% of the words. Or, the student will correctly match 80% of the words with their corresponding definition from another list.

d. The student will discuss the classifications of mild, moderate, severe, and profound retardation. What are the functional implications of each? What is the prognosis for growth in each category?

3. Action Demonstration of Competence as pre/post-test

The student will arrange to work in an agency with mentally retarded clients for at least 3 months. He must keep a record of the tasks he performs, the successes and difficulties he encounters, and the attitudes and feelings he has. The student will discuss his work with the agency supervisor and course instructor at regular intervals. At the end of the experience, the student must have demonstrated the ability to form therapeutic relationships, work effectively with clients, and understand mental retardation. This competence will be judged by the agency supervisor or course instructor.

MINI-MODULE PACKET #3

PHYSICAL DISABILITIES

MINI-MODULE PACKET #3

I. MINI-MODULE TITLE: PHYSICAL DISABILITIES

II. SUB-COMPETENCY IT RELATES TO:

Ability to understand the etiology, symptomology, and functional implications of the major physical and sensory handicaps.

III. LEARNING OBJECTIVES

1. The student will be able to discuss the origins and causes of the major physically handicapping conditions such as paraplegia, quadriplegia, blindness, deafness, orthopedic anomalies, absence of limbs, etc.
2. The student will be able to describe the symptoms and functional effects of the various physically handicapping conditions, and discuss the range of possibility for restoration or improvement of function.
3. The student will be able to understand and deal with the social and emotional aspects of physical handicaps.
4. The student will be able to understand the terminology related to physical and sensory handicaps.

IV. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972. pp. 49-57,59-63,68-78,112-119, and 121-122.
2. Kraus, Richard. Therapeutic Recreation Service: principles and practices. Philadelphia: W.B. Saunders Company, 1978. pp. 199-223.
3. O'Morrow, Gerald S. Therapeutic Recreation: A Helping Profession. Reston, Virginia: Reston Publishing Company, Inc., 1976. pp. 9-54.
4. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia, Pa.: Lea and Febiger, 1975. pp. 77-102 and 183-194.

READINGS (continued)

5. Stein, Thomas A. and Sessoms, H. Douglas. Recreation and Special Populations. Boston: Holbrook Press, Inc., 1973. pp. 197-228 and 229-278.

6. Periodicals: Journal of Rehabilitation; Physical Therapy; New Outlook for the Blind; and Therapeutic Recreation Journal.

V. AUDIO-VISUAL MATERIALS

There are many films and brochures depicting the world of the physically handicapped, including the sensory handicapped. The instructor might wish to secure current listings of films and publications from such organizations as the following:

a. American Association for Rehabilitation Therapy, Box 4093, North Little Rock, Arkansas 722216.

b. American Federation of the Physically Handicapped, Inc. 1376 National Press Building, Washington, D.C. 20004.

c. American Foundation for the Blind, 15 W. 16th Street, New York, New York 10011.

d. National Association of the Deaf, 814 Thayer Ave., Silver Spring, Maryland 20910.

e. National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612.

f. National Paraplegia Foundation, 333 N. Michigan Avenue, Chicago, Illinois 60601.

g. Local public libraries and university libraries.

A few examples of films which were located are as follows:

1. Growing Up With Deafness. 32 minutes. ". . . follows the development of (several deaf) children . . . over a ten year period, showing how they achieve skills and attitudes that enable them to lead fruitful lives." 1962. Available at the Free Library of Philadelphia.

2. Mimi. 12 minutes. "Mimi is a young woman who has spent her whole life in a wheelchair as a result of a birth injury. Her legs may be handicapped, but her mind and spirit are not. She tells how she feels about her handicap, and life in general. A very positive and personal view of the physically handicapped." Directed by Dan Nelken, 1972. Available at the Free Library of Philadelphia.

VI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Invite some persons with physical and sensory handicaps to class. Invite persons who are blind, hearing impaired, paralyzed, etc. Ask them to talk about various aspects of their life. For example, how have they adapted to urban living? What is most difficult for them? How have the attitudes of friends and relatives affected them? What attitudes have they encountered in their dealings with stores, public transportation, etc.? Students should ask questions and become involved in a class discussion.

   After the handicapped guests have left, the class may wish to discuss how they felt about the classroom experience. Were the students comfortable with the guests? What impressions and reactions did students have? Did the experience influence the way students think they will react to handicapped persons in the future?

2. Students will meet in study groups. Each group will select a specific physical or sensory handicap to discuss. The groups will discuss the functional, social, and emotional aspects that might relate to their disability. For example:

   a. How would people react to this handicap?

   b. What activities of daily living would need adaptations to be managed by a person with this handicap?

   c. What functions and potentials are not limited by the person with this handicap?

   d. What implications would this handicap have for sexuality and intimacy?

   Students will then get together as an entire class, and each group will summarize its discussion.

3. Locate several magazine or newspaper articles dealing with discrimination against physically handicapped persons. The discrimination may relate to employment, housing, education, etc. Have a class discussion on what kinds of discrimination exist and how citizens and professional recreators can promote equal opportunities.

4. Locate magazine or newspaper articles on accessibility of facilities to the physically handicapped. Have a class discussion to explore the kinds of modifications and adaptations which are needed to make most community facilities accessible. Discuss the concepts and necessities of size, height, width, and direction in relation to the accessibility of doorways, toilets, drinking fountains, upper floors of buildings, etc. Discuss how the modifications would vary for persons in wheelchairs, blind persons, deaf persons, etc.

VII. HOMEWORK ASSIGNMENTS

1. Interview 2 handicapped persons in a community or residential setting. Make up a list of questions that you will ask them. After the interview, write a report summarizing the information obtained in the interview, along with your impressions, feelings, and reactions to the experience.

2. Each student will select one physical or sensory handicap to explore. The student will write a report that describes the origin or cause of the handicap, its symptoms and functional effects, and its potential for treatment or alleviation. The report should include a list of definitions for the important terminology related to the handicap. Also, at least 3 reference books should be listed that could be consulted for information related to the handicap.

   Students should make copies of their reports for the entire class. In this way, each student can begin a file of the major physically handicapping conditions.

   Students may select their topic from such handicapping conditions as:

   a. Blindness; visual impairment

   b. Deafness; hearing impairment

   c. Speech impairment

   d. Paraplegia; quadriplegia; hemiplegia;

   e. Orthopedic abnormalities

   f. Amputations

   g. Cerebral Palsy

   h. Epilepsy

   i. Spinal cord injuries

VIII. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will present evidence that he/she has been extensively involved in a direct service capacity with physically handicapped persons, and that he/she understands the physical, emotional, and social implications of physical handicaps. The student must have worked with at least 3 different types of handicaps, for a period of at least two months for each type. Evidence should consist of

EVALUATIVE METHODS (continued)

the following:

a. A letter or telephone call from the directors or supervisors of the agencies or departments where the student did his work. The letters or calls should verify the types of handicaps the student was involved with, and the length of time the student worked. They should also affirm that the student interacted aopropriately and worked satisfactorily with the clients.

b. A report by the student describing the clients he worked with, the tasks he performed, and his personal philosophy or attitude towards working with handicapped persons. The report should demonstrate to the instructor that the student has had sufficient experience working with the handicapped, and that the student has developed a constructive attitude that enables him to work effectively with the handicapped.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer such questions as the following:

a. When presented with a specific, physically handicapping condition, the student will discuss the origin and causes of the condition.

b. When presented with a specific, physically handicapping condition, the student will describe its symptoms, functional effects, and prognosis for treatment or alleviation.

c. When presented with a specific, physically handicapping condition, the student will discuss the social and emotional impact and implications of the condition.

d. When presented with a list of terms relating to various physical handicaps, the student will correctly define 80% of them.

e. When presented with a list of facts relating to physical handicaps, the student will correctly match 80% of the facts with their corresponding disability category.

f. When presented with a list of terminology relating to physical handicaps, the student will correctly match 80% of the terms with their corresponding definition.

3. Action Demonstration of Competence as pre/post-test

The student will arrange to work in a direct service capacity with clients representing 3 different disability categories. The student should work with each group for at least 2 months. The student will keep his supervisor and instructor informed as to what tasks he is performing with clients, what his attitudes and feelings are, and what successes and difficulties he encounters. His work must be judged satisfactory by the agency supervisor and/or the course instructor.

MINI-MODULE PACKET #4

AGING

MINI-MODULE PACKET #4

I. MINI-MODULE TITLE: AGING

II. SUB-COMPETENCY IT RELATES TO:

Ability to identify and understand the physical, emotional, social, and cognitive changes that occur in the aging process, as well as their implications for maintaining dignity, purpose, and quality of life.

III. LEARNING OBJECTIVES

1. The student will be able to discuss the stages of normal human development, with particular emphasis on the developmental process occurring after 50-60 years of age.

2. The student will be able to discuss the physiological, psychological, and social forces that characterize and impact upon aging, and will be able to identify ways in which the aging person can influence and affect these forces.

3. The student will be able to express his/her personal attitude towards, and philosophy of, aging, and will be able to relate to aging persons in a positive and therapeutic way.

IV. READINGS

1. Frye, Virginia and Peters, Martha. Therapeutic Recreation: its theory, philosophy, and practice. Harrisburg, Pa.: Stackpole Books, 1972. pp. 112-119 and 122-124.

2. Kraus, Richard. Therapeutic Recreation Service: principles and practices. Philadelphia: W.B. Saunders Company, 1978. pp. 224-259.

3. O'Morrow, Gerald S. Therapeutic Recreation: A Helping Profession. Reston, Virginia: Reston Publishing Company, 1976. pp. 9-52.

4. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia, Pa.: Lea and Febiger, 1975. pp. 161-182 and 183-194.

5. Stein, Thomas A. and Sessoms, H. Douglas. Recreation and Special Populations. Boston: Holbrook Press, Inc., 1977. pp. 3-26 and 387-422.

6. Journals: Geriatrics; Journal of Gerontology; Therapeutic Recreation Journal.

V. AUDIO - VISUAL MATERIALS

There are many films and brochures which depict various aspects of aging and senior citizen life. Instructors may wish to secure current films and publication listings from such organizations as:

a. Administration on Aging
330 C Street S.W.
Washington, D.C. 20201

b. American Association of Retired Persons
420 Lexington Ave.
New York, NY 10017

c. National Council on the Aging
375 Park Avenue South
New York, NY 10010

d. Local public libraries and university libraries

A few examples of films located are as follows:

1. The Art of Age. 27 minutes. "Four retired people who are leading productive and satisfying lives talk about the interests that keep them active and the importance of preparing early for a rewarding later life." A film by Leonard S. Berman, 1972. Available at the Free Library of Philadelphia.

2. Don't Stop the Music. Shows that the golden years need not signal the end of active, satisfying involvement in life and leisure. Available through:

   Modern Talking Picture Service
   2323 New Hyde Park Road
   New Hyde Park, New York 11040

3. Green Valley Grandparents. 10 minutes. Shows elderly, retired persons serving as foster grandparents to retarded children. A film by Judy Peiser and Bill Ferris, 1974. Available at the Free Library of Philadelphia.

VI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Invite three senior citizens to class. Have them talk about how their lives have changed since age 55. Have them include positive as well as negative changes. Ask them questions about their use of leisure time and recreation.

2. Students will meet in study groups. First, each group will list the changes that commonly occur in aging. For example, physical energy and flexibility may decrease; memory may become less accurate; roles in the family will change, etc. After listing these changes, groups will brainstorm ways in which the elderly can influence or

affect the changes that are occurring. For example, regular physical exercise may help maintain energy and strength; a "foster grandparent" program may give meaning that partially replaces a lost family role; etc. After brainstorming, all groups will report back to the entire class.

3. Students will meet in study groups to discuss the problems or difficulties that senior citizens often face with respect to recreation. For example, the senior citizen may have a fixed income which allows very little money for recreation. Or, the senior citizen may by isolated from the recreation center program, because there is no public transportation out there. Each group will list five possible problems of the elderly in relation to recreation. Then, each group will list ways in which the problems could be alleviated.

4. Have a class discussion on society's attitudes toward the aged. Each student should relate his personal views and experiences. For example, how many students have had grandparents living in their house when they were growing up? How many of their grandparents are in nursing homes? What reasons and attitudes did students' parents express when the grandparents were sent to a nursing home? How often do students and their parents visit the older persons? What attitudes have students witnessed in nursing homes - from nurses, orderlies, etc.?

5. View the film "Don't Stop the Music" (See section V on audio-visual materials). Discuss its meaning and implications.

VII. HOMEWORK ASSIGNMENTS

1. Visit a nursing home and a community recreation program for senior citizens. Write a report summarizing your observations. What attitudes did staff convey to the clients in each situation? What differences in attitude and outlook existed between the institutionalized and community residents?

2. Interview three senior citizens from different settings. At least one should be in a residential care facility, and one living in the community alone or with a family. Ask them how they feel about the quality of their life and their leisure. What do they do for recreation? What gives the most meaning to their lives? What things do they value? What do they hope or plan to do within the next three years? Write a report summarizing your findings. Be sure to make up other questions of your own.

3. Arrange to conduct a recreation program for several senior citizens. Write a report on the program and the reactions of the clients to the program. Express the feelings you had while conducting the program, and how these feelings relate to your attitude and philosophy about aging.

VIII. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

   The student will submit evidence that he has worked closely with the aged in a direct service capacity for a period of at least five months, and that he understands the forces and factors of aging. Evidence should consist of the following:

   a. A letter or telephone call from the director or supervisor of the agency or department where the student worked. The letter or call should verify that the student worked with the aged in direct service for the amount of time specified, and that his work showed evidence of his understanding of the aged.

   b. An oral or written report by the student describing the specific duties and tasks he performed, and stating his personal attitude and philosophy towards aging.

2. Demonstration of Knowledge (oral or written) as pre/post-test

   The student will answer questions such as the following:

   a. Identify the physical changes that occur in humans as they age past 50-60 years old. Discuss the implications of these changes for emotional and cognitive functioning.

   b. Identify the social forces that impact upon aging persons, and discuss the relation of these forces to the aged person's feeling of fulfillment or satisfaction with life.

   c. Identify several problems or factors that may make it difficult for a senior citizen to participate in a community recreation program. Discuss several ways through which the problems could be alleviated.

3. Action Demonstration of Competence as pre/post-test

   The student will arrange to work with senior citizens in a direct service capacity for at least three months. During this time, he will keep a record of what he does and how he feels about the clients he is working with. At the end of the period, he must state his personal philosophy towards aging, and reflect on several specific situations in which he demonstrated an ability to relate to the clients in a meaningful way. His work experience must be approved by the course instructor.

402

MINI-MODULE PACKET #5

DRUGS AND ALCOHOL

MINI-MODULE PACKET #5

I. MINI-MODULE TITLE: DRUGS AND ALCOHOL

II. SUB-COMPETENCY IT RELATES TO:

Ability to understand the etiology, symptomology, effects, and consequences of drug and alcohol abuse.

III. LEARNING OBJECTIVES

1. The student will be able to identify and discuss the intrapersonally motivating forces (needs, desires) that may contribute to the use of drugs and alcohol in adolescents and adults.
2. The student will be able to identify and discuss the socio-cultural and environmental forces that may contribute to the use or abuse of drugs and alcohol in adolescents and adults.
3. The student will be able to identify the major categories of drugs and describe the symptoms and effects that characterize the use and abuse of substances within each category.
4. The student will be able to understand the medical terminology, as well as the "street language," relating to the use of drugs and alcohol.

IV. READINGS

1. Kraus, Richard. Therapeutic Recreation Service: principles and practices. Philadelphia: W.B. Saunders Company, 1978. pp. 281-288.
2. O'Morrow, Gerald S. Therapeutic Recreation: A Helping Profession. Reston, Virginia: Reston Publishing Company, 1976. pp. 9-54.
3. Shivers, Jay S. and Fait, Hollis F. Therapeutic and Adapted Recreational Services. Philadelphia: Lea and Febiger, 1975. pp. 183-194.
4. Stein, Thomas A. and Sessoms, H. Douglas. Recreation and Special Populations. Boston: Holbrook Press, Inc. 1977. pp. 171-196.
5. Periodicals: Hospital and Community Psychiatry; Therapeutic Recreation Journal.

V. AUDIO-VISUAL MATERIALS

There are many films and publications on alcoholism and drug abuse. The instructor may wish to secure current listings of films and publications from organizations such as the following:

a. American Council on Alcohol Problems. Inc.,
119 Constitution Avenue, N.W.
Washington, D.C. 20001

b. National Institute on Drug Abuse

c. Local Branch of Alcoholics Anonymous

d. Local public libraries and university libraries

A few examples of films which were located include the following:

1. The Drinking American. 60 minutes. "Discusses drinking as a social activity and a national problem. Examines the elements in American life which are conducive to drinking, how it becomes a health problem, and some of the ways we can help prevent drug abuse." Produced by NET, 1968. Available at Free Library of Philadelphia.

2. Drugs and the Nervous System. 16 minutes. "Surveys the effects of drugs on the human body, starting with aspirin and proceeding to the serious disruption of the nervous system caused by narcotics, glue, barbiturates, marijuana, and LSD". Churchill Films, 1966. Available at the Free Library of Philadelphia.

3. A Day in the Death of Donny B. 15 minutes. "A black teenage heroin addict is shown in his harrowing day-to-day existence.." Directed by Carl Fick. Available at the Free Library of Philadelphia.

VI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Invite a few former alcoholics and drug users to class. Ask them to talk about how they became involved with drugs or alcohol originally, what led them to seek change, how they were able to effect change, and how their life has changed since they stopped using alcohol or drugs. Ask them what they think are the causes of drug and alcohol abuse, and what citizens and professionals can do to discourage such abuse.

2. Students will meet in study groups to explore the socio-cultural and enviornmental forces that contribute to drug and alcohol abuse. For each force or cause of drug abuse thought of, students should identify a possible technique to alleviate or eliminate the cause.

3. Students will engage in a class discussion that explores why persons use and abuse drugs and alcohol. Begin by discussing why individual

students enjoy drinking, smoking grass, and taking any other drug substances they may have tried. Then discuss possible reasons why these students have not (presumably) become drug abusers. Discuss how the experiences of students in the class differ from the experiences of their younger and older siblings.

VII. HOMEWORK ASSIGNMENTS

1. Contact a local drug abuse hotline or a local shelter for drug crisis intervention. Interview a worker (paid or volunteer) there and ask about the ages and backgrounds of the persons they see. Ask about the services the hotline or shelter offers. Ask other questions which will help you understand alcohol and drug abuse. Summarize the interview in a short report or presentation to the class.

2. Consult medical references to learn the names of the major drug categories and the effects of the specific drugs in each category. Then consult a local drug abuse shelter or organization to learn the slang and "street" terms for the major types of drugs. Make a list of the names and compare them in class with the lists of other students. Are the terms consistent, or are there different terms according to neighborhood boundaries?

VIII. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

   The student will present evidence that he has worked extensively in a direct service capacity with drug and/or alcohol abusers for at least 6 months, and that he has an understanding and awareness of the causes and effects of drug and alcohol abuse. Evidence should consist of the following:

   a. A letter or telephone call from the director or supervisor of the agency or department where the student worked. The letter or call should verify the length of time the student worked and the kinds of services in which he was involved.

   b. A report by the student describing the kind of clients he worked with, the tasks he performed, and specific incidents that reflect his knowledge and understanding of drug and alcohol abuse.

2. Demonstration of Knowledge (oral or written) as pre/post-test

   The student will answer such questions as the following:

   a. Discuss the human needs and desires that may contribute to the use or abuse of drugs or alcohol in adolescents.

Compare these with the needs and desires which may contribute to abuse in adults.

b. How do society, culture, and the environment contribute to a person's use or non-use of drugs? Give examples relating to a culture and environment with which you are familiar (urban, rural, ethnic, religious, etc.).

c. Identify the major drug classifications, and list two kinds of drugs that belong in each category. List drugs by their proper pharmaceutical name.

d. When presented with a list of drug categories such as barbiturates, amphetamines, and hallucinogens, and another list of specific, trade name drugs such as Valium, Quaalude, and Benzedrine, the student will correctly match 80% of the specific drugs with their corresponding category.

e. When presented with a list of "street" terms for drugs such as "horse" "smack", and "orange sunshine", the student will correctly match 80% of the slang terms with their corresponding pharmaceutical category in another list.

f. When presented with the name of a drug category such as amphetamines or barbiturates, the student will describe the symptoms and effects that result from use and abuse.

g. Discuss the effects of alcoholism on a family unit. Imagine that the mother is an alcoholic, and she has a husband and two children. What effects might this have on her family? How might she be able to keep her drinking hidden or disguised?

h. If you suspected that your teenage son had been experimenting with drugs (you found some pills in his pocket), how would you handle it as a parent? What steps would you take as the parent of a young child to try to prevent him/her from becoming involved with drugs or alcohol?

3. Action Demonstration of Competence as pre/post-test

The student will arrange to work in a direct service capacity with drug or alcohol users or abusers for at least 3 months. The student will keep his supervisor and instructor informed as to the tasks he is performing, the successes and difficulties he encounters, and specific incidents that reflect his growing knowledge and understanding of drug and alcohol use. At the end of the experience, the student's level of competence must be judged satisfactory by the agency supervisor or the course instructor.

MINI-MODULE PACKET #6

CORRECTIONS

MINI-MODULE PACKET #6

I. MINI-MODULE TITLE: CORRECTIONS

II. SUB-COMPETENCY IT RELATES TO:

Ability to understand the etiology and symptomology of socially deviant or violational behavior, and the correctional interventions utilized to eliminate, modify, or control such behavior.

III. LEARNING OBJECTIVES

1. The student will be able to discuss the physical, emotional, socio-cultural, and environmental factors that may contribute to the development of deviant behavior.
2. The student will be able to identify various models, philosophies, and approaches to corrections, and discuss the attitudes, theories, and beliefs that characterize each orientation.
3. The student will be able to identify various methods and systems of correctional intervention, and discuss the strengths and weaknesses of each.

IV. READINGS

1. Kraus, Richard. Therapeutic Recreation Service: principles and practices. Philadelphia: W.B. Saunders Company, 1978. pp. 260-281.
2. O'Morrow, Gerald S. Therapeutic Recreation: A Helping Profession. Reston, Virginia: Reston Publishing Company, Inc.,1976. pp. 9-54.
3. Stein, Thomas A. and Sessoms, H. Douglas. Recreation and Special Populations. Boston: Holbrook Press, Inc., 1977. pp. 107-136.
4. Periodicals: American Journal of Corrections; Federal Probation; Journal of Criminal Law, Criminology, and Police Science; Social Work; and Prison Journal.

V. AUDIO-VISUAL MATERIALS

There are many films and publications about deliquency and corrections. The instructor may wish to secure current listings of films and publications from such organizations as the following:

a. American Correctional Association, 111 College Park Office Building, 7338 Baltimore Boulevard, College Park, Maryland 20740.

b. National Correctional Recreation Association, Box 7, Moberly, Missouri 65270.

c. Local public libraries and university libraries.

d. Local department of Social Services or Social Welfare.

A few examples of films which were located include the following:

1. Assignment: 1747 Randolph Street. 57 minutes. "Study of a slum area in North Philadelphia. Relates poor environment to criminal behavior. Interviews . . . reveal the challenges presented by urban blight to men of conscience." A WFIL-TV Production, 1966. Available at the Free Library of Philadelphia.

2. The Repeater. 20 minutes. "An impressionistic view of prison life filmed at the abandoned Kilby Prison in Alabama. Suggests the ambivalence some convicts feel towards prison confinement which contributes to recidivism." Narration is taken from the writings of prisoners. Music by Judy Collins. Written, directed, and acted by Stacy Keach. 1971. Available at the Free Library of Philadelphia.

VI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups to discuss the punishment vs. rehabilitation approach to corrections. What kinds of beliefs or attitudes is each approach based on? How would each philosophy affect the actual administration and operation of a correctional facility? What kinds of recreational facilities and programs would you expect to find in systems governed by each philosophy? Students will share their group conclusions with the entire class.

2. Students will meet in study groups to discuss the strengths and weaknesses of various correctional systems and concepts. For example, they could discuss maximum security vs. minimum security systems; highly structured, militarized systems vs. felxible, tolerant systems; individual cells vs. group living systems; etc.

3. Students will brainstorm ideas for alternatives to traditional incarceration of adult criminals. What other correctional techniques might be used to rehabilitate such persons?

VII. HOMEWORK ASSIGNMENTS

1. Visit a prison facility for adults or a detention facility for youths. Interview a warden about the philosophy of the institution, and the techniques they use to reform criminals or correct delinquency. Write a report which summarizes this information. Also, give your impressions and reactions to the visit. Did the institution seem concerned with the welfare of the clients? Were the staff members knowledgeable about deviance and corrections? Were the clients treated humanely and with dignity?

2. Each study group will arrange to visit a correctional facility and conduct a recreation program for the clients. Before the visit, each student will write his expectations; what he expects the facility and the clients to be like. After the visit, the student will write 2 pages summarizing his reactions and feelings, and discussing how the place or people were different from, or similar to, what he expected.

VIII. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

   The student will present evidence that he/she has worked extensively in a direct service capacity with clients in a correctional institution. The student should have worked for at least 6 months, and he should have an understanding and awareness of the causes and treatment of deviant behavior. Evidence should consist of the following:

   a. A letter or telephone call from the director or supervisor of the correctional facility where the student worked. The letter or call should verify the length of time the student worked and the kinds of services he was involved with.

   b. A report by the student describing the kinds of clients he worked with, the tasks he performed, and his philosophy of, and attitude towards, deviance and corrections.

2. Demonstration of Knowledge (oral or written) as pre/post-test

   The student will answer such questions as the following:

   a. Discuss the possible causes and origins of criminally deviant behavior. Include especially the social, Demonstration of Knowledge (continued)

cultural, and environmental factors that may contribute to deviance.

b. Discuss your personal philosophy of corrections for adults convicted of criminal acts. What methods, techniques, or systems do you believe would be most effective in rehabilitating the criminal?

c. Discuss your personal philosophy towards corrections for youth offenders. What techniques or systems would you use to modify the behavior of delinquent youths?

3. Action Demonstration of Competence as pre/post-test

The student will arrange to work in a correctional facility in a direct service capacity for at least 3 months. The student will keep his supervisor and the course instructor informed as to the types of clients he is working with, the tasks he is performing, and the successes and difficulties he is encountering. After the work experience, the student will express the personal attitude and philosophy he has developed about corrections. The student's level of competence, in terms of ability to understand deviance and corrections and to work effectively with clients, must be judged satisfactory by the agency supervisor and the course instructor.

MINI-MODULE PACKET #7

LEGAL LIABILITY

MINI-MODULE PACKET #7

I. MINI-MODULE TITLE: LEGAL LIABILITY

II. SUB-COMPETENCY IT RELATES TO:

Ability to understand and effectively handle the legal liabilities associated with therapeutic recreation programs and services.

III. LEARNING OBJECTIVES

1. The student will be able to discuss the major types of liability and cite examples of each.
2. The student will be able to discuss a variety of situations in therapeutic recreation settings in which potential exists for a law suit.
3. The student will be able to list preventive measures and strategies which should be employed by supervisors to reduce the chances of liability situations occuring.
4. The student will be able to identify policies, principles, and procedures to guide subordinate staff in the minimization of liability situations within their realm of responsibility.

IV. READINGS

1. Lutzin, Sidney G. and Storey, Edward H. Managing Municipal Leisure Services. Washington, D.C.: International City Management Association, 1973. pp. 68-108.
2. Reynolds, Jesse A. and Hormachea, Marion N. Public Recreation Administration. Reston, Virginia: Reston Publishing Company, Inc., 1976. pp. 46-53.
3. van der Smissen, Betty. Legal Liability in Parks and Recreation. Mimeographed handout. Prepared in the Department of Recreation, The Pennsylvania State University, University Park, Pennsylvania. 10 pages.

V. AUDIO-VISUAL MATERIALS

No films were found that are useful for this mini-module. However, a videotape exists which shows Dr. Betty van der Smissen of the Pennsylvania State University delivering a lecture on legal liability. Inquiries concerning the tape should be directed to:

The HPERD - IMC Library
College of Health, Physical Education, Recreation, and Dance
220 Pearson Hall
Broad and Montgomery Avenue
Temple University
Philadelphia, Pa. 19122

Telephone (215) 787-8733

VI. PARTICIPATORY EXERCISES AND ACTIVITIES

1. The instructor will read short case examples involving possible legal implications in recreation settings. After listening to each case example, students will discuss the following:

    a. What are the most important pieces of information in the case? That is, around which particular facts will legal liability be decided?

    b. What procedures should a prudent recreation administrator follow as soon as he/she is notified of the incident described in the case example?

    c. If this case example were to end up at a hearing or in court, who do you think would be found liable and why? Would there be charges of malfeasance, misfeasance, nonfeasance, etc.?

    The instructor can make case examples by thinking of a recreation situation and then asking himself: 1) What happened? 2) Who was involved; 3) Where did the incident occur; 4) When did it occur; 5) How did it happen; and 6) Were there any other specific details?

2. Students will role-play an interview between a recreation supervisor and a recreation therapist. The therapist has just informed the recreation supervisor this morning that there was a near-drowning in the pool the night before. The supervisor will be role-playing how he would handle this situation. The therapist will make up any case information needed.

VII. HOMEWORK ASSIGNMENTS

1. Interview an administrator or a recreation supervisor at a therapeutic agency. Ask him/her about the kinds of liability insurance the agency carries. Ask to see their accident and incident report forms. Do they have a written policy and procedure to follow in case of accidents? Are staff given any special instructions in preventive measures to minimize liability? Summarize the information gathered in a short report. Include your own opinions on how well-prepared the agency is to minimize legal liabilities.

2. Locate a newspaper or magazine article that describes an incident involving possible liability. The article could involve such incidents as a public or private building in which a customer or guest falls and hurts himself. Take the article and read it as if you were investigating the incident for legal liability. Answer the following questions:

   a. What other facts (not included in the article) would you need to find out?

   b. Based on the information in the article, and pending the results of the additional information, who do you think would be found liable, and why?

   Write your answers into a short summary.

VIII. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

   The student will submit evidence that he/she has worked in a high level administrative position in recreation, and that he/she has been intensively involved in handling and minimizing legal liabilities. Evidence should consist of the following:

   a. A letter or telephone call from a peer administrator or other appropriate person (member of board of directors, etc.). The letter or call should verify that the student held an administrative position which included significant involvement in preventing and handling issues of legal liability.

   b. A report by the student describing such issues as: 1) what specific tasks he performed to financially insure against legal liability; 2) what specific steps he took to help subordinate staff prevent or minimize liability; and 3) what specific incidents occured that implied possible legal liability, and how did the student handle these incidents?

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer questions such as the following:

a. What are criminal, contractual, and tort liability? Give an example of a recreation situation that might apply to each one.

b. When presented with a description of a recreation agency, its facilities, its program, and its staff, the student will identify the instances where the possibility of legal implications might arise.

c. When presented with a list of terms relating to law and legal liability, the student will correctly define at least 80% of the words. The words may include "negligence," "tort", "malfeasance", "misfeasance", "nonfeasance", "in loco parentis " etc.

d. When presented with a case situation about an accident, the student will identify what key issues would probably determine the outcome of a suit over legal liability.

e. When presented with an agency description, the student will list eight preventive measures or strategies which the recreation supervisor could utilize to reduce the chances of liability situations occurring.

3. Action Demonstration of Competence

This method of evaluation does not seem appropriate to this sub-competency, since competence in legal liability must usually be demonstrated in a high level position over a considerable period of time. It would not be appropriate for a student to contact an agency and expect to arrange involvement in legal liability.

MINI-MODULE PACKET #8

LEGISLATIVE PROCESSES

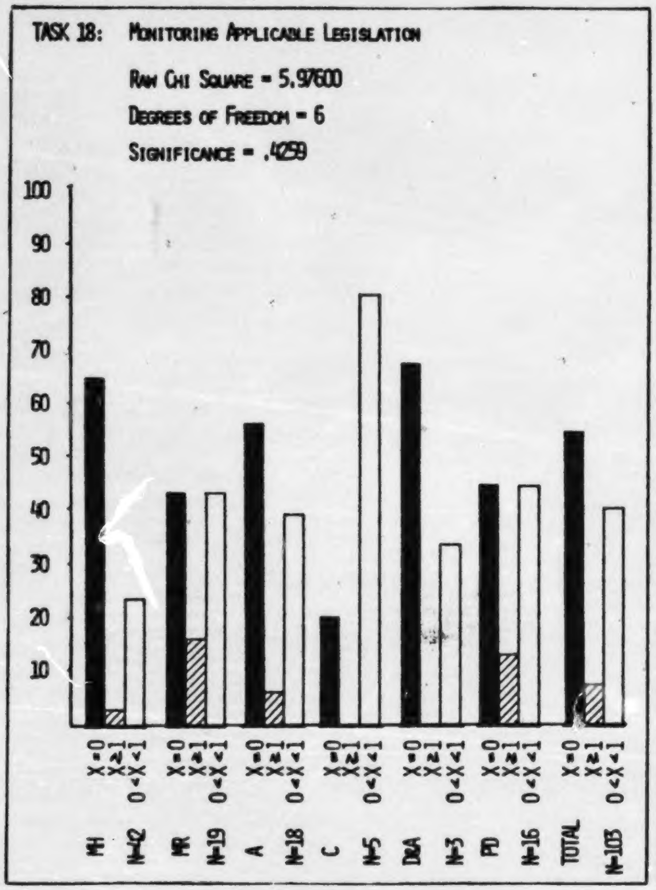
MINI-MODULE PACKET #8

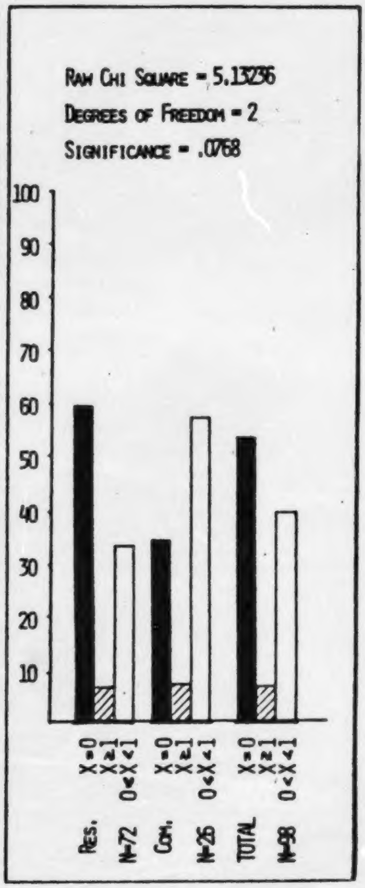
I. MINI-MODULE TITLE: LEGISLATIVE PROCESSES

II. SUB-COMPETENCY IT RELATES TO:

Ability to identify the content and influence the process of legislation related to recreation for the ill and handicapped.

III. ANALYSIS OF RELATED TASK





One of the tasks from the original Job Task Analysis was "Monitoring Applicable Legislation", and it related more specifically to this sub-competency than to any of the original 30 competencies. The task was not found to be significant with respect to disability grouping or treatment setting.

IV. LEARNING OBJECTIVES

1. The student will be able to identify and discuss the major current legislation related to programs and services for the ill and handicapped.

2. The student will be able to trace the development of pertinent legislation from origin to current status.

3. The student will be able to discuss the positive and negative implications of various pending legislation and identify action strategies for advocacy and opposition by professionals and consumers.

V. READINGS

1. Amicus. National Center for Law and the Handicapped, Inc., 1235 North Eddy St., South Bend, In. 46617. A bimonthly publication addressing legal and legislative issues related to service delivery to, and human/civil rights of, handicapped persons.

2. Barrier-Free Design: Accessibility for the Handicapped. Institute for Research and Development in Occupational Education, the Graduate School and University Center of the City University of New York, 1411 Broadway, New York, N.Y. 10018.

3. President's Committee on Employment of the Handicapped. A Handbook on the Legal Rights of Handicapped People. Washington, D.C., 1973.

4. Public Law #94-142, Title #45. Federal Register, Department of Health, Education and Welfare, Office of Education, Tues., August 23, Volume 42, No. 163., 1977.

5. Raggic et al. The Disabled and the Elderly: Equal Access to Public Transportation. Washington, D.C.: President's Committee on Employment of the Handicapped.

6. Standards for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped. American National Standards Institute, 1430 Broadway, New York, N.Y. 10018.

7. The Rehabilitation Act of 1973 - Section 504, Department of Health, Education and Welfare, Office of the Secretary. Non-Discrimination on the Basis of Handicap, Title 45, Sub-Title A. Federal Register, Volume 42, #82, Wednesday, May 4, 1977.

VI. AUDIO-VISUAL MATERIALS

No films or tapes have been found which would be useful to this mini-module.

VII. PARTICIPATORY EXERCISES AND ACTIVITIES

1. Students will meet in study groups to discuss issues in the Federal Register which the instructor has brought to class. Each group should select one piece of legislation in the Federal Register, and try to summarize its content and implications. Then the groups will meet back as an entire class to discuss what they found.

2. Students will present short reports which they have prepared prior to class. The reports should deal with current legislation related to therapeutic recreation. Each report should include not only the content of the legislation, but also where and how the student found out about it. The class will then discuss each piece of legislation and how it relates to the responsibilities of recreation professionals.

VIII. HOMEWORK ASSIGNMENTS

1. Each student should trace the development of a piece of legislation from its origin by a legislator to its current status. The tracing process should be written into a report.

2. The student will write a paper or present a short report describing some action strategies that could be implemented by citizens to advocate or oppose a piece of legislation. The student should list some strategies in each of the following categories: 1) strategies for individual citizens; 2) strategies for organized consumer groups; 3) strategies for recreation professionals.

IX. EVALUATIVE METHODS

1. Present-a-Package (oral or written) as pre-test

The student will submit evidence that he has had extensive experience working with the legislative process in relation to recreation and/or rehabilitation. Such experience might have been gained through committee work with the National Recreation and Park Association, a state recreation society, or through a paid or volunteer job. The student should confirm that the experience was sufficient to enable him to thoroughly understand the legislative process. Evidence should consist of the following:

a. A letter or telephone call from an authority person or peer who was extensively involved in the process along with the student. The letter or call should verify that the student functioned competently in his legislative - related responsibilities.

b. A report by the student describing the specific position he held and the tasks he performed. This report should refer to events and duties that will exemplify the student's competence in legislative functioning.

2. Demonstration of Knowledge (oral or written) as pre/post-test

The student will answer such questions as the following:

a. Identify two pieces of legislation that are currently affecting the provisions of recreation programs and services for handicapped persons. Discuss the content of each act, and the implications for the future of the recreation field.

b. List and discuss the steps one would take to trace the progress of a bill from its initial proposal to its current status.

c. List and discuss two plans of action that a private citizen might implement to oppose or discourage passage of a specific bill.

d. List and discuss two plans of action that an organized consumer group might implement to advocate or support a particular bill.

e. Identify your state and county of current residence. Then list your current U.S. Senators.

3. Action Demonstration of Competence

This evaluative method would be difficult to utilize for this sub-competency, because it would take quite a few months for a person to sign up for, and become fully involved in, a legislative committee or job situation. It is recommended that other evaluative methods be employed.

SECTION IV

APPENDIX

A - Job Task Analysis Form

B - Syllabus for Pilot Competency-Based Course

C - Activity Skills Component Materials

APPENDIX A

JOB TASK ANALYSIS FORM

Temple University
Pearson Hall-Rm 103
Broad & Montomery Ave.
Philadelphia, Pa. 19122

JOB TASK ANALYSIS FORM

Name ______________________________ Title ____________________________

Agency ____________________________

Work Address ____
(Street) (City/Town)

____
(State) (Zip)

Primary Disability I work with: (Please make a forced choice and check only one)

____Mental Health
____Mental Retardation
____Aging
____Corrections
____Drug & Alcohol Abuse
____Physical Disabilities

List any other disability area(s) that you deal with over and above the primary one that you have indicated above: ________________ ________________________

Type of Agency: (Check one) ____Residential (24 hr. live in) ____Community (partial hospitalization, daycare, group home, etc)

Clients Served: ____Children (0 to 18 yrs.) ____Adults (19 yrs. and above) ____Both

Professional Preparation
Highest Degree Earned ________________
Field of Study ________________
Years of Work Experience in Therapeutic Recreation ________________

****

INSTRUCTIONS FOR COMPLETING FORM

On the following pages are listed a number of tasks in which a practitioner within the field of Therapeutic Recreation may be involved. For each task listed, indicate how often you perform it by circling the appropriate number on the following scale:

1 - Never
2 - Daily
3 - Weekly
4 - Bi-weekly
5 - Monthly
6 - Quarterly
7 - Semi-annually
8 - Annually

To the right of the scale indicate (in hours and minutes) how much time you spend on the task each time you perform it. For example, if you order supplies every week and this takes 10 minutes, then your response would be:

(EXAMPLES)

Task		Hrs.	Mins.
Ordering Supplies	1 2 [✓ 3] 4 5 6 7 8		10
Preparing Budget	1 2 3 4 5 6 7 [✓ 8]	10	30

JOB TASK ANALYSIS FORM

Date ____________________

Key: 1 - Never
2 - Daily
3 - Weekly
4 - Bi-weekly
5 - Monthly
6 - Quarterly
7 - Semi-annually
8 - Annually

Task		Hrs.	Mins.
Ordering supplies	1 2 3 4 5 6 7 8		
Scheduling activities	1 2 3 4 5 6 7 8		
Arranging Community Outings	1 2 3 4 5 6 7 8		
Hiring Staff	1 2 3 4 5 6 7 8		
Attending Community Meetings	1 2 3 4 5 6 7 8		
Communications via telephone	1 2 3 4 5 6 7 8		
Communications via correspondence	1 2 3 4 5 6 7 8		
Preparing required budgets	1 2 3 4 5 6 7 8		
Attending staff meetings (interdepartmental/departmental)	1 2 3 4 5 6 7 8		
Preparing Press Releases	1 2 3 4 5 6 7 8		
Planning and conducting fund raising activities	1 2 3 4 5 6 7 8		
Acknowledging contributions (funds, equipment, manpower, etc.) from the community	1 2 3 4 5 6 7 8		
Clinical report writing (progress notes, incident reports)	1 2 3 4 5 6 7 8		
Preparing routine reports (program, inventory, etc.)	1 2 3 4 5 6 7 8		
Developing department philosophy and guidelines	1 2 3 4 5 6 7 8		
Developing & writing proposals for grants and other funding sources	1 2 3 4 5 6 7 8		
Coordinating program with other disciplines	1 2 3 4 5 6 7 8		

JOB TASK ANALYSIS FORM

Date ____________________

Key:
1 - Never
2 - Daily
3 - Weekly
4 - Bi-weekly
5 - Monthly
6 - Quarterly
7 - Semi-annually
8 - Annually

Task		Hrs.	Mins.
Monitoring applicable legislation	1 2 3 4 5 6 7 8		
Developing program resources to fill existing needs	1 2 3 4 5 6 7 8		
Developing policies and procedures; interprets higher Administrative policy to staff	1 2 3 4 5 6 7 8		
Maintaining & communicating information with regard to legislation & standards that effect services rendered by the agency	1 2 3 4 5 6 7 8		
Conducting supervisory conferences with staff	1 2 3 4 5 6 7 8		
Counseling staff in personal and professional growth	1 2 3 4 5 6 7 8		
Periodically observe & provide clinical supervision for staff conducting patient activities	1 2 3 4 5 6 7 8		
Observing & providing supervision for practicum/internship students	1 2 3 4 5 6 7 8		
Meeting with students and his/her practicum supervisor	1 2 3 4 5 6 7 8		
Writing and submiting reports on practicum students	1 2 3 4 5 6 7 8		
Writing and submiting Job requests for Volunteers	1 2 3 4 5 6 7 8		
Orientation and assignment of Volunteers	1 2 3 4 5 6 7 8		
Supervising volunteers	1 2 3 4 5 6 7 8		

JOB TASK ANALYSIS FORM

Date ______________________

Key: 1 - Never
2 - Daily
3 - Weekly
4 - Bi-weekly
5 - Monthly
6 - Quarterly
7 - Semi-annually
8 - Annually

sk		Hrs.	Mins.
mpleting performance ratings on staff	1 2 3 4 5 6 7 8		
siting of agencies upon request) to assist ith program development r evaluation	1 2 3 4 5 6 7 8		
sisting in preparation of tandards document or rocedures manual	1 2 3 4 5 6 7 8		
sisting/Advising on facility esign	1 2 3 4 5 6 7 8		
isseminating information equested by others	1 2 3 4 5 6 7 8		
king referrals	1 2 3 4 5 6 7 8		
sisting Municipal Recreation rograms in developing R Services	1 2 3 4 5 6 7 8		
aining Volunteers	1 2 3 4 5 6 7 8		
ganizing & Conducting n-Service	1 2 3 4 5 6 7 8		
eaking before community roups	1 2 3 4 5 6 7 8		
iting articles for ublication	1 2 3 4 5 6 7 8		
lanning & Conducting ommunity Education programs	1 2 3 4 5 6 7 8		
romoting TR Service ithin agency	1 2 3 4 5 6 7 8		

JOB TASK ANALYSIS FORM

Date ____________________

Key:
1 - Never
2 - Daily
3 - Weekly
4 - Bi-weekly
5 - Monthly
6 - Quarterly
7 - Semi-annually
8 - Annually

Task		Hrs.	Mins.
Promoting of staff development activities (reading journals, attending prof. meetings and workshops)	1 2 3 4 5 6 7 8		
Developing training experiences for TR students (practicums, visitations, seminars, etc.)	1 2 3 4 5 6 7 8		
Developing training materials	1 2 3 4 5 6 7 8		
Planning research studies	1 2 3 4 5 6 7 8		
Designing research studies	1 2 3 4 5 6 7 8		
Conducting research studies	1 2 3 4 5 6 7 8		
Reporting research studies	1 2 3 4 5 6 7 8		
Assisting others in planning, conducting and reporting of research projects	1 2 3 4 5 6 7 8		
Interprets Research for application	1 2 3 4 5 6 7 8		
Leading recreation activities	1 2 3 4 5 6 7 8		
Attending treatment team meetings	1 2 3 4 5 6 7 8		
Maintaining Equipment & Facilities	1 2 3 4 5 6 7 8		
Preparing supplies & equipment for activities	1 2 3 4 5 6 7 8		
Client assessment	1 2 3 4 5 6 7 8		

JOB TASK ANALYSIS FORM

Date ____________________

Key: 1 - Never
2 - Daily
3 - Weekly
4 - Bi-weekly
5 - Monthly
6 - Quarterly
7 - Semi-annually
8 - Annually

Task		Hrs.	Mins.
Analyzing Activities	1 2 3 4 5 6 7 8		
Developing treatment plans for clients	1 2 3 4 5 6 7 8		
Providing Leisure Counseling for clients	1 2 3 4 5 6 7 8		
"Rapping" with clients-getting to know patients (developing rapport)	1 2 3 4 5 6 7 8		
Escorting clients to and from activities areas	1 2 3 4 5 6 7 8		
Planning Therapeutic Rec. activities appropriate to client/patient population	1 2 3 4 5 6 7 8		
Assisting clients in Activities of Daily Living	1 2 3 4 5 6 7 8		
Other Tasks (specify below)			
____________________	1 2 3 4 5 6 7 8		
____________________	1 2 3 4 5 6 7 8		
____________________	1 2 3 4 5 6 7 8		
____________________	1 2 3 4 5 6 7 8		

Please return to: Bill Dayton, Pearson Hall - Room 103, Temple University
Broad & Montgomery Ave. Philadelphia, Pa. 19122

APPENDIX B

SYLLABUS FOR PILOT
COMPETENCY-BASED COURSE

Recreation 507

ADMINISTRATION & PROGRAM DEVELOPMENT IN THERAPEUTIC RECREATION

Spring Semester
1978

Asst. Professor
Jerry Jordan

Rec. 507

Class Schedule

Spring 1978

January 16		Course Orientation
January 23 30	Module I	Department Policies & Procedures
February 6 13 20	Module II	Administrative & Clinical Reports
February 27 March 13 27	Module III	Management & Supervision
April 3	Module IV	Consultation
April 17 24	Module V	Legal Liability
May 1		Review & Oral Exam

*** March 6 - Spring Recess
March 20 - No Class
April 10 - State Conference

Rec 507

Text: (Texts are on reserve in the IMC)

Hampton, Summer, and Weber: "Organizational Behavior and the Practice of Management", Scott, Foresman and Company; Glenview, Illinois; 1973.

O'Morrow, Gerald S.: "Administration of Activity Therapy Service", Charles C. Thomas Company; Springfield, Illinois; 1972.

Lutzin and Storey: "Managing Municipal Leisure Services", International City Management Association; 1973.

Field Assignment: Each student must have available a habilitation/rehabilitation agency that he/she can use for field assignments. A student may use his/her own work setting.

Module Completion: Students may contract to pre-test out of any module in which he/she feels competent, and has, in fact, completed the pre-test requirements. All such contracts must be finalized by the second week of classes.

Students must demonstrate a minimum of "B" quality work on class assignments in order to complete a module satisfactorily. All modules must be satisfactorily completed in order to pass the course.

Late Assignments: Late class assignments will automatically result in a one letter reduction in the grade for that particular assignment.

Borderline Grades: Borderline grades will be decided by attendance.

Course Evaluation Procedures

	(maximum pts.)		grade scales
Class participation	10	A	93 - 100
Quizzes	15	B	85 - 92
Class Assignments	45	C	77 - 84
Final	30	D	69 - 76
		F	0 - 68

*** Graduate students at Temple University are allowed to make two course grades lower than a "B" but must make a minimum of a "C" in all major courses.

Rec. 507

Module I

Department Policies & Procedures

Competency: Ability to develop policies and procedures for a TR dept. which reflect the dept.'s philosophy, and detail how the dept. will function in providing rec. services within the structure of an agency.

Learning Objectives:

The student will be able to identify resources concerning policies and procedures in therapeutic recreation mandated in professional, local, state, and federal guidelines.

The student will be able to list the implications for policies and procedures in therapeutic recreation given the agency and department goals and constraints with regard to such items as: programming; personnel; facilities; budget; professional ethics; liability; and decision making.

The student will be able to analyze and evaluate various forms of organizational structure currently employed by agencies, and current trends and research in organizational and administrative patterns.

Reading Assignment: O'Morrow: Chapters 9, 10, 11, and 12.
Handout: NIMH Guidelines.

Pretest: The student will submit for evaluation the following:

a. A copy of an agency's policy and procedures manual(s) in which he/she has or is working.
b. A copy of the philosophy, policies and procedures manual(s) that he/she has developed for the recreation service in that agency.
c. A written certification from the administrator or clinical director of the agency that attests to the trueness and adequacy of the above documents.

Rec. 507

Module II

Administrative and Clinical Reports

Competency: Ability to organize and prepare reports required in the management of a therapeutic recreation service.

Learning Objectives:

The student will be able to describe the purpose and contents of various types of reports required by habilitational/rehabilitational agencies.

The student will be able to identify the source of guidelines or requirements for content and/or format for reports required by various agencies.

The student will be able to identify various record keeping processes that yield necessary data for inclusion in various kinds of reports.

The student will be able to write reports that synthesize necessary data in an organized manner.

Reports to be Covered:

Administrative
a. Monthly, quaterly, and annual program
b. Budget
c. Supply/inventory records
d. Accident
e. Staff evaluation/performance ratings

Clinical
a. Client evaluation
b. Client program plans
c. Daily client observation notes
d. Weekly/monthly/annual client summaries
e. Discharge/transfer note on clients

Reading Assignment: "Managing Municipal Services", Chapter 13.

Pretest: Given a list of 10 different types of reports, the student will submit for evaluation examples of 6 (evenly distributed between administrative and clinical) which he/she has done while employed in a TR service in an agency serving the ill and/or disabled. Included with the reports will be a written certification from both an administrative and clinical representative of the agency in which the records were prepared and utilized. The certifications must attest to the adequacy and acceptable quality of the records.

Module III

Management and Supervision

Competency: Ability to manage and supervise staff, students, and volunteers in such a way as to:

- best utilize the potentials and stimulate the individual growth of each.
- maximize the overall effectiveness of the total department.
- facilitate harmonious intra and inter-departmental relationships and morale.
- meet the contractual arrangements between the student, college/university, and the placement site.
- motivate and provide challenge for increased learning and responsibility.

Learning Objectives:

The student will be able to discuss styles and techniques of supervision and personnel management and their implication for achieving effective morale and work output.

The student will describe his/her own style of supervision and evaluate its impact on those supervised.

The student will be able to compare and contrast the techniques of supervision, guidance, and counseling.

The student will be able to list the factors involved in achieving job satisfaction.

The student will be able to discuss the meaning of role conflict and its significance to job performance.

The student will be able to describe the process involved in delegation of responsibility and its significance for staff interaction.

The student will be able to analyze the decision-making process and describe techniques involved.

The student will be able to describe the significance of structure in the job situation and the ways in which people respond to structure.

Reading Assignment: Scott & Foresman: Individual and Group Behavior - pages 3 - 51.

Scott & Foresman:

- McGregor, Theory X and Theory Y, page 173.
- Sutermeister, Employee Performance and Employee Need Satisfaction: Which Comes First: page 197.
- Roy, Banana Time: Job Satisfaction and Informal Interaction, page 229.
- Maier, Group Problem Solving, page 316.

Pretest: The student must secure and submit for evaluation a letter from the director of an agency in which he has/is working which certifies that he has satisfactorily managed a recreation service for a period of at least two years - and that this function has included the supervision of at least 3 subordinate staff, one student, and 2 individuals and/or two groups of volunteers. As additional support the student may submit a copy of his most recent Performance Evaluation.

Rec. 507

Module IV

Consultation

Competency: Ability to provide consultation, and to utilize public relations techniques and activities to enhance a therapeutic recreation program.

Learning Objectives:

The student will be able to define and describe the major processes and problems involved in providing consultation services.

The student will be able to identify the major legislation regulations and standards documents that are applicable to the provision of therapeutic recreation for the ill and the handicapped.

The student will be able to locate and utilize at least two documents that can be used in the evaluation of a therapeutic recreation service.

Reading Assignment: "Managing Municipal Leisure Services", pages 109 - 122.

Pretest: The student must submit for evaluation complete documentation of a consultation that he/she has completed. Documentation must include:

a. A report describing the conditions that instigated his/her serving as a consultant, and a description of the agency and problem on which he consulted.
b. A copy of all reports that he/she wrote as a part of the consultation.
c. A letter from the consultee attesting to the occurrence of the consultation and an evaluative statement on the consultant's effectiveness.

Rec. 507

Module V

Legal Liability

Competency: Ability to articulate examples of how and when an occurrence in a recreational setting may result in liability, and the ability to describe preventive measures that can be taken to reduce the likelihood of such liability occurring.

Learning Objectives:

The student will be able to discuss the types of liability and give examples of each.

The student will be able to give examples of a variety of situations in recreational settings in which an occurrence giving rise to a law suit may occur.

The student will be able to list preventive measures which should be used to prevent or reduce the chances of liability situations occurring.

Reading Assignment: "Managing Municipal Services", Chapter 5.

Pretest: Pass a written test on this subject with a grade of 80% or better.

APPENDIX C

ACTIVITY SKILLS COMPONENT MATERIALS

STUDENT GUIDE TO RECREATION ACTIVITY COMPONENT - REC 207 and REC 208

I. INTRODUCTION

The Recreation Activity Component consists of two interrelated courses: REC 207 (Activity Component I) and REC 208 (Activity Component II). As of the Fall 1977 semester, all sophomores in the Department of Recreation and Leisure Studies with 50 semester credit hours or less, and all transfer students entering the Department will be required to enroll in REC 207. (The student will enroll in REC 208 in a following semester - if necessary).

The combined courses offer a unique opportunity for major students to broaden their recreational activity skills, knowledge, and teaching abilities - qualities that are essential to perform effectively in any recreational leadership role.

Students will also receive credit for the verification of those activity skills, knowledge, and teaching abilities that they have previously learned.

The courses are competency-based; and designed essentially to monitor students' skill development and leadership experience in the teaching of recreational activities. The program is self-initiated, self-directed, and individualized. The student is ultimately responsible for his/her own success or failure.

II. CREDIT

Each course (REC 207 & REC 208) is worth 2 semester hour credits.

III. BASIC REQUIREMENTS of the Recreation Activity Skills Component I & II (refer to the Activity Categories and Areas Listing)

A. The courses stress competency in recreational activities at two Phases or levels:

1. PHASE I - The student will be required to demonstrate and/or verify knowledge (i.e., rules and regulations, methods and techniques, equipment, etc.) and a basic skill in performance in 15 activity areas. These activities must come from 5 different categories, with no more than 3 activity areas from any one category (Outdoor Recreation must be one of these categories).

2. PHASE II - The student will be required to demonstrate and/or verify ability to plan, organize, and teach or lead in one activity area from the following six activity categories; and also to plan, organize, and conduct one special event* from any category. (These activity areas must be different from those selected for PHASE I).

1 activity area from arts & crafts
1 activity area from either dance, drama or music
1 activity area from games (low organizational) 3 games/activity area
1 activity area from sports
1 activity area from social recreation & games 3 games/activity area
1 activity area of the student's choice
1 special event from any category

B. The student will be required to develop and submit for evaluation a recreational activity resource file. This file will consist of a minimum of 3 different activity areas from each of the 9 categories. At least twenty-seven activity areas in total. This file must be completed in its entirety in order to obtain REC 207 credit.

IV. GRADING

Each course will use a credit/no credit grading system. It will be based in part, on the student's ability to demonstrate and/or verify activity skills and knowledge (PHASE I); as well as on his/her ability to teach or lead activities (PHASE II).

This evaluation may occur under faculty supervision (see Demonstration of Activity areas - REC 208) or through verifications as certified in writing by an agency supervisor, coach, instructor, etc. (see Verification of Activity Areas - REC 207 and REC 208). It will also be a reflection of the satisfactory completion of the activity resource file.

V. SPECIFIC COURSE REQUIREMENTS (REC 207 & REC 208):

A. REC 207 - ACTIVITY COMPONENT I

All students enrolling in the Recreation Activity Component must first enroll in REC 207.

Once the student has registered for REC 207, he/she will be required to:

1. Complete the contract form (15 Phase I activity areas, 6 Phase II activity areas plus 1 special event, 27 activity area resource files) and return it to the faculty supervisor.

2. Demonstrate and/or verify any Phase I skills and knowledge that have been previously learned.

3. Demonstrate and/or verify any Phase II teaching abilities that have beeh previously learned.

4. Develop and submit for evaluation the professional resource file of 27 activity areas (see next page for specifics).

5. Students have a maximum of two semesters to complete the above REC 207 requirements.

WHAT MUST BE INCLUDED IN THE RESOURCE FILE:

The resource file must contain rules and regulations; various skill methods and techniques; lists of necessary equipment; available learning and instructional resource materials; related publications, catalogs and pamphlets; items of special interest; etc. on at least 27 different activity areas. There must be at least 3 activity areas from each of the 9 categories in this file. This file should be assembled in folders, envelopes, or whatever form is most convenient. A bibliography of at least 5 resources must accompany each activity area.

B. REC 208 - ACTIVITY COMPONENT II

The student will enroll in REC 208 only if he/she has 5 or more contracted activity areas left to be completed at the end of 1 semester in REC 207. Once the student has registered for REC 208, he/she will be required to:

1. Meet with the faculty supervisor to discuss options for completing the remaining necessary requirements.

2. Complete the remaining Phase I requirements that were contracted for in REC 207 - Activity Component I. This will be done by acquiring and demonstrating and/or verifying the skills and knowledge necessary to complete the remaining Phase I activity areas.

3. Complete the remaining Phase II requirements that were contracted for in REC 207 - Activity Component I. This will be done by acquiring, demonstrating and/or verifying the ability to teach, lead or officiate the necessary activity areas required to complete the remaining Phase II requirements.

4. Submit a detailed lesson plan for each activity area being taught.

VI. DEMONSTRATION AND VERIFICATION OF REC 207 ACTIVITY AREAS (Those activities previously learned):

A. Demonstration:

1. Phase I activity areas:

a. Demonstrate in writing or verbally those activity knowledge and skill areas that are determined appropriate by student and faculty supervisor.

b. Present a completed project and explain in detail techniques and methods used, necessary equipment, available resource materials, etc. as determined appropriate by the student and the faculty supervisor.

c. Perform the activity while being monitored by the faculty or someone who is determined appropriate by the supervisor.

2. Phase II activity areas:

   a. Teach or lead an activity workshop at Temple

   b. Teach or lead an activity at an agency, organization, etc. (Check with the faculty supervisor for a list of community service organizations that either teach recreation activities or offer facilities for teaching).

B. Verification:

1. Phase I Activity areas:

   a. Present a written certificate of verification from an agency supervisor, coach, instructor, etc. where the activity was learned and/or performed.

   b. Previous completion of a Temple Universiry PE Activity course (PE 11-99 and PE 8) (A level 3 in PE 8 will equate to a Phase II).

   c. Previous completion of a related area Temple University course (in Music, Dance, Theatre, Art).

   d. Transfer of activity credit from another college or university.

2. Phase II activity areas:

   a. Present a written certificate of verification from an agency supervisor, coach, instructor, etc. where the activity was taught, lead, or officiated.

   b. Transfer of activity teaching credit from another college or university.

VII. DEMONSTRATION AND VERIFICATION OF REC 208 ACTIVITY AREAS (Skills, knowledge and teaching ability acquired while enrolled in the Activity Component)

A. Demonstration:

1. Phase I activity areas:

   a. Demonstrate in writing and/or verbally those activity knowledge and skill areas that are determined appropriate by the student and the faculty supervisor.

   b. Present a completed project and explain in detail techniques and methods used, necessary equipment, available resource materials, etc. as determined appropriate by the student and the faculty supervisor.

   c. Perform the activity while being monitored by the faculty supervisor or someone who is determined appropriate by the supervisor.

2. Phase II activity areas:

   a. Teach or lead an activity workshop at Temple.

   b. Teach or lead an activity at an agency, organization, etc.

   x. Conduct a special event at Temple or in the community.

B. Verification:

1. Phase I activity areas:

   a. Present a written certificate of verification from an agency supervisor, coach, instructor, etc. where the activity was learned and/or performed.

   b. Enrollment in a Temple University PE activity course (i.e. Music, Dance, Theatre, Art).

2. Phase II activity areas:

   a. Present a written certificate of verification from an agency supervisor, coach, instructor, etc. where the activity was taught, lead or officiated. A detailed lesson plan must be submitted for each Phase II activity area completed during REC 208.

VIII. SUGGESTED LEARNING RESOURCES:

A. Attend activity workshops conducted at Temple by persons skilled in specific activity areas. These skilled individuals could include: college personnel, community and special resource personnel, students completing a Phase II skill in an activity area, students with special abilities or skills, among others.

B. Enroll in a Temple University activity course (PE 11-99 and PE 8)

C. Participate in any of the various activity courses, clinics, or seminars offered by community agencies, clubs, non-profit and volunteer organizations, etc. Valuable community resource agencies and organizations include: the YMCA of Philadelphia and vincinity; Boy Scouts; Girl Scouts; Philadelphia Department of Recreation; Boys Clubs; Jewish Y's and Centers of Greater Philadelphia; PAL; Community adult education workshops; community dance, cultural and outdoor groups and clubs, etc.

D. Independent study:
   a. self directed practice sessions
   b. practice with a skilled individual(s)
   c. resource materials (films, film loops, slides, video tapes, pamphlets, magazines, books, etc.) available on most activities through the Instructional Materials Center (IMC) and Paley Library.

E. The student should contact the faculty supervisor for additional specific activity area learning resources.

REC 207 - ACTIVITY COMPONENT I

ACTIVITY CATEGORIES AND AREAS

Category 1: Arts and Crafts

Carpentry and woodworking, ceramics, basketry, fly tying and plug making, jewelry making, leather work, macrame, mosaics, painting, pottery, paper craft, sculpture, weaving/hooked rugs, playground arts and crafts, candle making, stained glass, batik, puppet making, decoupage, sand sculpture/painting.

Category 2: Dance

Afro-American dance, American folk dance, American contemporary social dance, children's dance, classical ballet, European folk dance, jazz dance, modern dance, square dance, yoga, ballroom dancing, baton twirling.

Category 3: Drama

Dramatic games, creative (formal) dramatics, informal dramatics, puppetry, drama festivals, pageants, shadow plays, skits, charades, pantomime children's theatre

Category 4: Music

Choir/singing groups, instrument playing, recreational music (rhythm and games)

Category 5: Games (low organizational)

Basic recreational games (Team and group) (i.e. dodgeball, kickball, parachute games, "New Games", relay races, circle games, tag games, etc.), basic recreational games (individual and dual) (i.e. croquet, bocce, horseshoes, shuffleboard, frisbee, tether ball, darts, etc.), basic recreational games (special population) (i.e. wheelchair, basketball, nerf ball, parachute,etc.), stunts and tumbling.

Category 6: Hobbies*

Collection hobbies (i.e. models, stamps, coins, insects, records, match books, etc.), creative hobbies (i.e. composing, designing, flower arranging quilting, drawing, horticulture, inventing, needlework, painting, photography, writing, etc.), educational hobbies (i.e. reading), performing hobbies (i.e. singing, magic acting, etc.)

REC 207
Activity Component I

Category 7: Outdoor Recreation

Outdoor educational activities, bait and fly casting, camping (camp skills), cross country skiing (ski touring), backpacking/hiking, rock climbing and rapelling, wilderness survival techniques, canoeing, sailing, scuba diving, skiing, ice/roller skating, nature study.

Category 8: Sports

Archery, billiards, bowling, golf, gymnastics, trampoline, horseback riding, bicycling, riflery, swimming, springboard diving, synchronized swimming, badminton, fencing, handball, racquetball, tennis, table tennis, aikido, judo, karate, self defense, wrestling, boxing, baseball, hockey, football, lacrosse, soccer, softball, volleyball, rugby, track and field, basketball.

Category 9: Social Recreation and Games

Table games (i.e. cards, chess, checkers, dominoes, monopoly, etc.), party games, group outing activities, family recreation

*Special Event - that phase of a recreation program that departs from the normal routine and that requires special planning assistance. A special event generally has community/college wide appeal.**

*Hobby - a recreation activity pursued with intense interest over a sustained period of time. It is usually not directly connected with a person's livelihood or professional and social ambitions. It is basically an individual recreation pursuit which permits the hobbyist to start or to stop when he or she chooses.**

** definitions from: Athletic Institute, The Recreation Program, 1954.

ACTIVITY SKILLS COMPONENT

STUDENT CONTRACT FORM

Name: Address:
Semester/year: Phone:

PHASE I:

From the list of activity areas, cite fifteen(15) that you intend to use to complete the Phase I requirements. (Those activity areas not listed on the activity categories and areas list must be approved by the activity component coordinator.) REMEMBER: At least five (5) different categories must be represented, with no more than three (3) activity areas from any one category. Outdoor Recreation* must be one of these categories.

	CATEGORY 1: Arts & Crafts	CATEGORY 2: Dance	CATEGORY 3: Drama
activity area:	________	________	________
	________	________	________
	________	________	________
	CATEGORY 4: Music	CATEGORY 5: Games	CATEGORY 6: Hobbies
	________	________	________
	________	________	________
	________	________	________
	CATEGORY 7: Outdoor Rec	CATEGORY 8: Sports	CATEGORY 9: Social Rec. & Games
	________	________	________
	________	________	________
	________	________	________

Of the fifteen (15) activity areas listed above, which (if any) do you intend to demonstrate and/or verify Phase I knowledge and skill competency for REC. 207. These activity areas should be those in which you have previously learned knowledge and skills. (The remainder will be completed in REC 208 - Activity Component II)

Category #	Activity Area				
________	________	________	________	__	________
________	________	________	________	__	________
________	________	________	________	__	________

PHASE I

TEMPLE UNIVERSITY
COLLEGE OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE
PHILADELPHIA, PENNSYLVANIA 19122

DEPARTMENT OF RECREATION
AND LEISURE STUDIES
Seltzer Hall
Broad & Columbia Avenue

Date____________________

Address of Agency__________
____
____

Recreational Activities Skills Supervisor:

This is to verify that ______________________________ has demonstrated the ability to participate in the following recreational activity area(s) with a satisfactory degree of competence.

Activity area(s):______________________________
____
____

Sincerely,

ps
2/78

PHASE II

TEMPLE UNIVERSITY
COLLEGE OF HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE
PHILADELPHIA, PENNSYLVANIA 19122

DEPARTMENT OF RECREATION
AND LEISURE STUDIES

Seltzer Hall
Broad & Columbia Avenue

Date________________________

Address of Agency

____

____

____

Recreational Activities Skills Supervisor:

This is to verify that ____ has demonstrated the ability to teach and/or lead the following recreational activity area(s) with a satisfactory degree of competence.

Activity area(s):__________________________________

____

____

Sincerely,

ps
2/78